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ABSTRACT

This final report discusses the activities of Project PAACS (Postsecondary Accommodations for Academic and Career Success), a project located on the campus of Mississippi State University and designed to work with the T. K. Martin Center for Technology and Disability to research the assistive technology needs of students with disabilities. Comprehensive research on the assistive technology needs of 141 college students with disabilities was conducted, analyzed and used as the basis for a model training program and a desk reference guide that provided a quick reference for ways assistive technology may improve and expand the academic, career, and employment opportunities of such students. The knowledge of disability laws and recent court cases of 400 faculty/administrators and 70 student affairs staff was also used in the development of a second model training program. The final component of the training program was a guide that provided essential information on accommodations for students with disabilities. A case study of a 27-year-old senior with a history of learning disabilities illustrates how assistive technology can be used to assist with reading, writing, taking notes, and organization. Appendices include assessment forms and training syllabus. (CR)

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ED 418 560

Final Report

Project PAACS

Grant #H078C50060

Anne R. Thompson, Director
Leslie L. Bethea, Coordinator

Mississippi State university
June 1998

EC 306357

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Final Report

Project PAACS

Postsecondary Accommodations for Academic and Career Success

Grant # HO78C50060
U. S. Department of Education, Office of Special Education and Rehabilitative Services
Postsecondary Education Programs For Individuals With Disabilities
84.987C

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Mississippi State University
June 1998

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Contexts of the Project

Project PAACS was located on the campus of Mississippi State University, a land grant college in a rural area of the state with a student enrollment of 15,645 and 200 self-identified students with disabilities. A previous postsecondary grant focused on the career development needs of students with disabilities and their transition to employment. This model project concluded with a guide entitled: Employment Guide For College Students With Disabilities that was based on research with 245 students with disabilities enrolled in 16 universities in 8 states.

Results of this research indicated the crucial need for assistive technology to promote academic success and employment opportunities. In 1995, the T. K. Martin Center for Technology and Disability, a 3 million dollar state-of-the-art facility, opened on the MSU campus. Project PAACS was funded to work with this center to research the assistive technology needs of students with disabilities. No other specific research of this nature existed. The State Tech Act, Project START agreed to cooperate and promote this investigation to further the use of technology.

A need continued to exist for faculty training in compliance with disability laws as indicated by the increasing number of OCR investigations nationwide. Project staff recognized the need for a model training program, based on research, designed to reach a maximum population, and applicable to MSU, the state, and the nation.

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Executive Brief

Comprehensive research on the assistive technology needs of college students with disabilities was conducted, analyzed, and used as the basis of a model training program and a desk reference guide for vocational rehabilitation counselors, disability services counselors, career services counselors, and employment recruiters. The guide, College Students with Disabilities and Assistive Technology: A Desk Reference Guide, provided a quick reference for ways that assistive technology may improve and expand the academic, career, and employment opportunities of students with disabilities. The guide had an extensive impact both statewide and nationally as confirmed by the number of requests and positive evaluations.

Extensive research on faculty/administrators and students affairs staff knowledge of disability laws and recent court cases was conducted, analyzed and used in the development of a second model training program. This program, the Survey/ Educate Model Training Program, consisted of a 26-item survey for faculty and a 26-item survey for student affairs staff of knowledge of compliance in higher education. The survey created interest and awareness and was followed by a newsletter with the referenced answers. The final component of the training program was a guide, College Students with Disabilities: A Desk Reference Guide for Faculty and Staff, that provided essential information on accommodations for students with disabilities. The model training program was requested and replicated at institutions of higher education in the state and across the nation.

What Was Learned At This Site....

- **A crucial need exists for additional research and information about assistive technology.**
  The tremendous national response from vocational rehabilitation agencies, disability service providers, employment recruiters, and career services personnel pointed out the need and potential use of a researched desk reference guide for assistive technology information. The research conducted by this project laid a basic foundation in determining the assistive technology needs of college students with disabilities.

- **Assistive technology is not adequately utilized.**
  The research conducted for the assistive technology guide indicated the limited use of technology by students in college. Students had not had assistive technology evaluations to determine the devices and training that would assist them to accomplish what they could not do or found difficult to do. Many students did not continue to use assistive technology after their evaluations and some even failed to complete their training.

- **Students benefit from early introduction to assistive technology.**
  Students who had access to technology at early ages and were familiar with specialized programs that promote learning before entering postsecondary education were more successful. Also, more students might be able to consider postsecondary education with the technology that supports their learning.

- **Faculty and staff in higher education continue to need training in disability laws.**
  Although many resources are available for faculty/staff training, there was a vital need for new innovative training materials/methods designed to reach the largest numbers of professionals. The volume of requests for the Survey/Educate Training Program pointed out this need. Materials in a quick reference format for easy access to pertinent information appealed to busy professionals.

- **Collaboration with other agencies is essential for success.**
  The scope of activities and products of Project PAACS could not have been accomplished without collaboration with other agencies for funding, specialists, resources, and services.

Purpose

Project PAACS researched, developed, and disseminated two model training programs to fulfill the goals.

Goal 1 College students with disabilities and personnel in student support services, career services, vocational rehabilitation, and business and industry will be knowledgeable about accommodations, adaptations, and devices that facilitate academic success and are appropriate for transfer to employment settings.

- Provided assistive technology evaluations and training to 92 college students with disabilities.
- Researched, developed, and provided a resource guide on assistive technology and college students with disabilities that was requested by 469 state and national agencies.
- Trained 178 career services personnel, vocational rehabilitation counselors, and disability services counselors at 8 assistive technology workshops.

Goal 2 University administrators, faculty, and staff will be informed and trained to meet college students' with disabilities needs for academic accommodation and modification of instructional policy in a range of academic settings.

- Researched, produced, and conducted a Survey/Educate Model Training Program that first surveyed to promote awareness and interest; second provided a newsletter with referenced answers to the survey; and finally provided a College Students With Disabilities: A Desk Reference Guide For Faculty and Staff.
- Provided training materials to 1,207 faculty and staff at Mississippi State University.
- Sent training materials by request to 356 institutions of higher education.
- Presented workshops and consulted with administrators, faculty and staff in institutions of higher education both state and nationally.

Goal 3 The model project will be established at Mississippi State University (MSU), and its materials and approaches will be disseminated nationally.

- Used internet listserves, disability resource publications, AHEAD newsletter, and other media to publicize the guides and make them available upon request.
- Published articles in nationally referred journals and ERIC.
- Presented at state, national, and international professional meetings.

Clientele

141	college students with disabilities at Mississippi State University
1,504	vocational rehabilitation counselors
148	vocational rehabilitation evaluators
13	job club counselors
450	transition specialists
210	grants
801	disability services counselors
183	career services counselors
320	school counselors
66	school administrators
14	libraries
137	faculty in rehabilitation
102	employment recruiters
1,065	faculty and administrators at Mississippi State University
142	student affairs staff at Mississippi State University
365	institutions of higher education
52	State Tech Acts
5,713	**TOTAL CLIENTELE SERVED**

Types of Disabilities of Students Served

ADD/ADHD	33
Blindness	3
Cerebral Palsy	9
Diabetes	1
Epilepsy	5
Hearing Impairment	7
Learning Disability	39
Muscular Dystrophy	4
Multiple Sclerosis	2
Orthopedic/Mobility Impairment	5
Psychiatric	3
Speech and Language Impairment	4
Spinal Cord Injury	10
Traumatic Brain Injury	7
Visual Impairment	15

Assistive Technology Model Project

Design Survey Instruments

- Intake/Exit Interview
- Assistive Technology Inventory
- Career Readiness Inventory

Conduct Research

- Assessment Instruments
- Assistive Technology Evaluations

Provide Services

- Individual Career Counseling
- Assisstive Technology Training
- Career Planning Course
- Disability Laws Training

Analyze Data

- Needs
- Students' Plans
- Trends

Evaluate

- Exit Interviews
- Career Readiness Inventory
- Advisory Board

Produce Guide	Train Service Providers	Evaluate	Plan for Replication	Disseminate	Evaluate
Consolidated Research	Interns	Interns	Cost Effective	Funding	Requests
Design	Workshops	Workshops	Ease of Replication	Advertisement	Forms
Quality Publication	Guide	Guide	Adaptable		

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Design Survey Instruments

Intake/Exit Interview

A protocol was developed to use in individual intake/exit interviews with students with disabilities to establish their needs for services such as accommodations, assistive technology, career-related, and transition plans upon exiting college. The intake interviews served as a pre-assessment instrument of the students' expressed needs and the exit interview served as an evaluation of the project's direct services. See Appendix A, page 51.

Assistive Technology Inventory

A protocol was developed to determine the assistive technology needs of students. The protocol was designed to find out what students wanted to do that they could not do or found it difficult to do; what types of assistive technology they were currently using for academic, independent living, or job preparation purposes; if they had ever had an assistive technology evaluation; if they thought they had adequate support/training on the technology they were currently using; and if they wanted a technology evaluation and training.

Career Readiness Inventory

A 29 item self-perceptions of career-readiness was used to determine career decision making skills, job search skills, ability to make business arrangements, appearance in the job interview, and knowledge of laws designed to provide an equal opportunity in employment for applicants with disabilities. See Appendix B, page 53.

Conduct Research

Assessment Instruments

141 students with disabilities participated in individual intake interviews. Interviews were one hour in length and focused on students' career goals, assistive technology needs, job search preparation, and academic support needs. Direct services provided were based on the students' assessed needs.

Assistive Technology Evaluations

Evaluations conducted at the T. K. Martin Center for Technology and Disability determined the functional limitations and possible technology solutions for students. Students were asked "What is it that you would like to do that you cannot do or find it difficult to do?" Technology solutions were based on the students' needs. 126 students were referred for evaluations in adaptive driving, augmentative and alternative communication, computer access, home and activities of daily living accommodations, learning disability or attention deficit/hyperactivity disorder, seating and mobility, or visual impairment. See pie chart, page 34, for numbers of evaluations completed.

Provide Services

Individual Career Counseling

141 students received services in comprehensive career counseling: career decision making skills, job search skills, and knowledge of disability laws. Graduate interns were assigned a case load of students to provide services in job search preparation and career counseling.

Assisstive Technology Training

92 students received assistive technology training and support in assistive technology use. The largest participants in training had a learning disability and/or attention deficit/hyperactivity disorder. Students who use wheelchairs received seating and positioning evaluations and corrections were made to promote support and prevent further injury. Students who required aids for independent living had home visits and accommodations to increase independence. Graduate students were assigned a case load of students to provide support for on going training.

Career Planning Course

57 students completed a 3-credit hour Career Planning course designed for students with disabilities. The course was taught 3 semesters and included topics on disability disclosure, the Americans with Disabilities Act, interviewing, tax incentives, resume preparation, and career decision making skills. See Appendix C, page 57.

Disability Laws Training

126 students completed a 28-item Student Survey of Knowledge of Disability Laws and Recent Legal Decisions. Following the survey, each student received a newsletter with referenced answers to the items. The newsletter was a 3-hole punch ready to keep in a notebook for reference. The survey is listed in ERIC Clearinghouse ED 405 667.

Analyze Data

Needs

The plans and expressed needs of the students were analyzed and used as priorities in planning solutions and interventions.

Students' Plans

Students' needs for career counseling and assistive technology training were determined from the assessment instruments, reports from the T. K. Martin Center, and individual interviews. Results were analyzed using both qualitative and quantitative methods. Results indicated the functional abilities and limitations of students and the assistive technology required for possible solutions. Results also indicated the needs for intensive career counseling. Data collected was used in formulating the guide.

Trends

Analysis of the data indicated several trends in assistive technology.

- Students with visual impairments were more aware of and supported in their use of technology. They also had better access to technology than students with other types of disabilities but indicated that they needed further training.
- Students with acquired disabilities had little information about technology that would facilitate their academic success and transfer to the workplace.
- Students with learning disabilities as a group were unaware of any technology that would assist them academically.
- Students with orthopedic/mobility impairments indicated a priority for an adaptive driving evaluation.
- Students with speech/language impairments were committed to updating their assistive technology skills and devices.
- Students indicated that technology might be useful to them to complete course requirements but needed more emphases to understand its importance in achieving career goals.

Evaluate

Exit Interviews

141 students participated in exit interviews to evaluate the effectiveness of the course, individualized counseling sessions with students, and the assistive technology training. Intake and exit interviews were analyzed using qualitative methods. Results were interpreted into improvements in the program.

Career Readiness Inventory

The 57 students who completed the course taught three semesters completed the Career Readiness Inventory in the first and last week of each semester. The post test indicated gains in all 27 items. Highest mean gains were in describing how the Americans with Disabilities Act protects people with disabilities in employment with a mean gain of 2.43 and using a word processor for computer communication with a mean gain of 1.95.

Advisory Board

Evaluative data, including exit interviews, course evaluations, and assistive technology evaluations, was reviewed by the Advisory Board. The Board made recommendations and gave approval for project activities.

Produce Guide

Consolidated Research

College Students With Disabilities and Assistive Technology: A Desk Reference Guide (See Portfolio) was based on the qualitative and quantitative research with 81 college students with a variety of types of disabilities. The research and analyses of the data was consolidated into categories by major types of disabilities with functional limitations and possible technology solutions for each type. Case studies were developed to fit each type of disability. The draft of the guide was reviewed by the Advisory Board for suggestions and approval. Two Board members, Dr. H. F. Rizer and Dr. M. D. Hutto, agreed to edit and make revisions and were listed as third and fourth authors. The guide is listed in ERIC Clearinghouse ED 407 810.

Design

The design focused on customizing to meet the needs of vocational rehabilitation counselors, career services personnel, disability services counselors, and employment recruiters. For these professionals to quickly locate the information they needed, it was important for the guide to be clear, concise, and easy to follow. Consideration was given to adaptability to other sites. The guide was 45 pages and contained: tabs for major types of disabilities, list of functional limitations and possible technology solutions in chart form, list of resources, specialists, a career checklist, definitions of terms and all the State Tech Act addresses.

Quality Publication

Insufficient funds remained in the project budget to produce a professional quality publication with attractive cover, quality paper, spiral binding and tabs for quick access. Appearance was considered vital to the guides' appeal to readers. The State Tech Act, Project START, Mississippi Department of Rehabilitation Services was contacted and agreed to provide funding for publication of 4,000 copies.

Train Service Providers

Interns

Ten graduate intern students in rehabilitation counseling and in student development in higher education were recruited; trained; and provided a training notebook of information, resources, and articles to further their knowledge and abilities in counseling students with disabilities. Each intern was assigned a case load of college students with disabilities. The supervised experience prepared the interns for employment in a variety of rehabilitation settings.

Workshops

A total of 8 one-day workshops were conducted and trained 178 service providers.

- 123 vocational rehabilitation counselors and 18 evaluators in the state of Mississippi were trained through a series of six workshops.
- 26 disability services counselors representing 15 institutions of higher education statewide received training.
- 29 career services personnel from eleven institutions of higher education and employment recruiters and members of the business community statewide received training.

Guide

All workshops attendees and interns received a guide. The guide provided additional information and a resource for further assistance in determining the assistive technology solutions for students, clients, and employees.

Evaluate

Interns

Interns were evaluated in weekly one-hour sessions with their supervisor. Progress in providing career counseling services was tracked, data was collected, and case notes of all students were kept by the interns. The interns completed an evaluation in their exit interviews. Results indicated interns had acquired skills in counseling, using assistive technology, problem solving, and promoting independence with students with a variety of types of disabilities.

Workshops

Workshops were evaluated by completion of workshop evaluation forms at the close of each workshop and by small group sessions to determine the needs and value of training in assistive technology. Evaluation comments were: very informative, excellent workshop, interesting, well presented. Mean ratings were between 1.1 and 1.4 (1 = excellent, 2 = good). Evaluations indicated the workshop was helpful in expanding knowledge of assistive technology for students with disabilities. Attendees indicated a desire to return for additional training.

Guide

Each guide contained an evaluation form to be completed by workshop participants. Forms were mailed back to Project PAACS after service providers had the opportunity to review the guide. Evaluations rated the guide as very useful, liked the chart form of possible limitations and solutions, and found the tabs very useful. Many agencies wrote to request additional copies.

Plan for Replication

Cost Effective	Cost effectiveness for model replication was secured by additional funding from Project START so that guides could be provided free of charge and an adequate supply available to send multiple numbers of copies so that each professional could have a copy on his/her desk.
Ease of Replication	The guide made replication of services easy for other sites as it provided information essential for basic considerations of technology. It contained list of specialists to refer to and the State Tech Acts in each state for further resources.
Adaptable	The guide was designed to be adaptable to other sites with a "How to Use this Guide" section at the front. The charts of limitations and solutions for types of disabilities were adaptable to many other situations. Sites wishing to use the information were able to order additional copies for all personnel involved.

Disseminate

Funding

Insufficient funds remained in the budget for mailing the guide to requesters. To remedy this problem each requester was asked to pay the cost of mailing by sending a letter of request on institution letterhead and enclosing a 10"X13" self-addressed mailer with the appropriate postage on the mailer.

Advertisement

The availability of the guide was published on the Disability Services list-serv, the Job Place list-serv, professional association publications, the Disability Resources Monthly-New & Noteworthy, selected for inclusion in the CT Postsecondary Disability Technical Assistance Newsletter, and through state and national presentations. Project START sent a copy with a cover letter to all 52 state tech act grants. The first printing was for 2,000 copies and when these were gone, Project START agreed to fund a second printing of 2,000 copies. Many multiple copies were sent by request with the agency arranging for shipment collect on delivery.

Evaluate

Requests

Letters from agencies requesting the guide served as an evaluation. Over 30 agencies wrote back asking for bulk mailings to be shipped collect on delivery. Agencies indicated they wished to make the guide available to all personnel in their division or department. Three state departments of rehabilitation sent a memo to all their statewide employees instructing them on how to order the guide. Agencies expressed appreciation that the guide was free and the cost of mailing was their only expense.

Forms

Evaluations of the guide were provided by an enclosed form in each guide sent. The requester was asked to complete the form and return to Project PAACS. Results of the evaluation indicated that:
386 were returned
345 stated the guide was most helpful
39 stated the guide was somewhat helpful
2 stated the guide was not helpful.

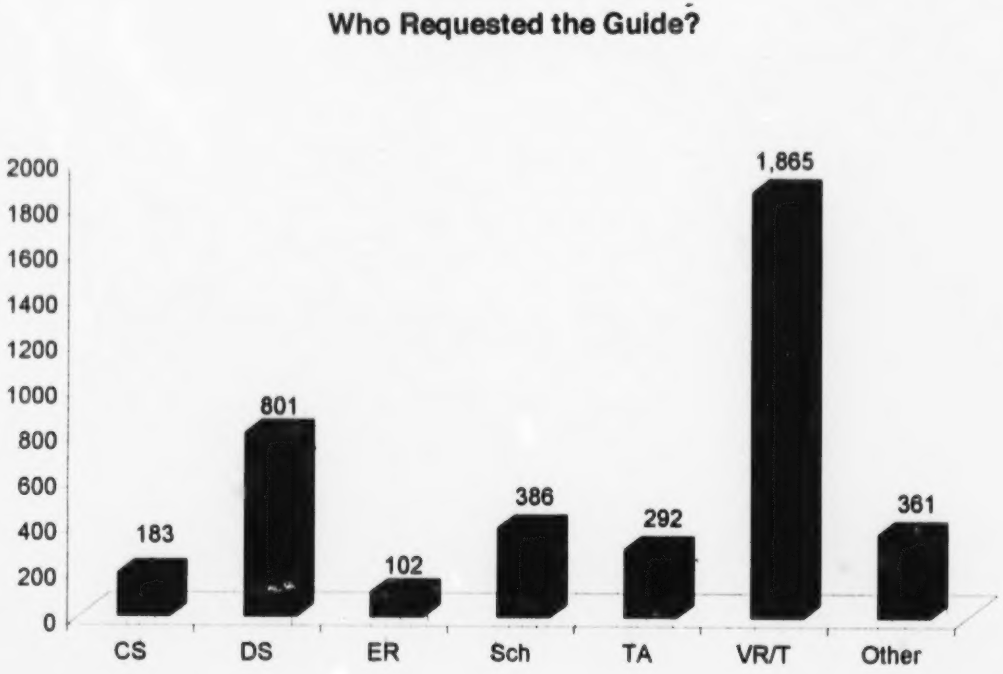
Remarks about the usefulness of the guide included: liked the setup, tabs were very helpful, information about different types of disabilities quite useful, liked the list of definitions, found the list of specialists helpful. Consumers indicated that there was not another guide for assistive technology for college students with disabilities and that it was the only one of its kind. Consumers requested an adapted version for students in grades K-12.

National Requests for the Assistive Technology Guide

- 479 institutions/agencies located in 49 states of the nation and 5 foreign countries requested the guide

Requesters were required to send a stamped, self-addressed mailer. See Appendix D, page 59 for database for list of institutions.

CS	Career Services
DS	Disability Services
ER	Employment Recruiters
Sch	School Counselors and Administrators
TA	Tech Acts
VR/T	Vocational Rehabilitation Counselors/Transition Specialists


Who Requested the Guide?

Case Study of a Student with a Learning Disability

Jake, a 27-year-old senior, plans to graduate in Wildlife Management. A history of learning disabilities dating back to the first grade has affected his academic performance. He functions within the average range of intellectual abilities with deficits in spelling and reading. He can only read for short periods of time and has poor comprehension and retention of the material.

Jake requested services to determine whether technology could assist him with reading, writing, taking notes and organization. He stated that he is an auditory learner and receives extended test time, a personal reader, and a quiet test area. He owns an IBM compatible computer with DOS and WordPerfect 5.1 for DOS. A lack of computer skills affects his ability to utilize his computer as a learning and study tool.

Jake's Deficits	**Evaluator's Recommendations**
Reading While reading aloud he exhibited difficulties decoding and defining unfamiliar words.	**Reading** The evaluator scanned several chapters from his textbooks into the computer using a flatbed scanner and optical character recognition (OCR) software. The digitized text was then loaded into a reading program. To reduce eye fatigue and improve readability, the monitor's contrast was decreased to a beige background with large 18 font size black letters highlighted in pale blue. Wearing headphones, he adjusted the speaking rate to a preferred speed, then listened and watched as the program highlighted and read each sentence aloud.

Jake's Deficits	**Evaluator's Recommendations**
Writing Jake indicated his writing strength is in the area of generating good, creative ideas. He needs assistance with capitalization, punctuation, grammar, spelling, appropriate word usage, word retrieval, and proofing. Due to writing and attention deficits, he struggles taking notes while working outside.	**Writing** The evaluator recommended that he upgrade his computer to Microsoft Windows since he has trouble remembering commands. A word prediction program was recommended to improve his writing skills. It was recommended he use a tape recorder with an external microphone or voice manager while recording observations in the field, then writing the reports later. Alternatively, he could use a portable word processor to record notes on the job, in class, or in any other setting. After recording the notes, he would plug the word processor into a computer and download the text into a word processor. He would then format text, check the document for spelling and grammar errors, then print the document.
Organization Jake experiences difficulties keeping track of assignments and turning them in on time.	**Organization** The evaluator recommended that he use a voice manager, electronic organizer, or paper appointment calendar to alleviate these difficulties. A tape recorder with cue/review and tape counter for recording lectures was also recommended. These two features eliminated the need to re-listen to the entire lecture to fill in the gaps in his notes.

Faculty Training Model Project

Design Survey Instruments	Conduct Research	Analyze Data	Produce Newsletter, Guide	Train Faculty/ Student Affairs
Research	Faculty	Faculty Knowledge	Consolidated Research	Faculty Newsletter
Faculty Survey	Student Affairs	Student Affairs Knowledge	Advisory Board	Student Affairs Newsletter
Student Affairs Survey			Design	Desk Reference Guide
			Quality Publication	

Evaluate	**Plan for Replication**	**Disseminate**	**Evaluate**
Pre and Post Test	Criteria	Funding	Letters
Training	Model Training Program	Advertisement	Requests to Reproduce
Advisory Board			Site Visit

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Design Survey Instruments

Research

An intensive review of the literature and consultation with professionals was conducted to develop survey items considered relevant to faculty and student affairs staff knowledge of disability laws in higher education.

Faculty Survey

A 26-item survey instrument, Faculty and Staff Survey of Knowledge of Disability Laws, was produced based on research from the law and recent court cases.

Student Affairs Survey

A 26-item survey instrument, Student Affairs Staff Survey of Knowledge of Disability Laws, was produced based on research from the law and recent court cases.

Conduct Research

Faculty

The Faculty and Staff Survey of Knowledge of Disability Laws was mailed with a cover letter to 845 faculty and staff at Mississippi State University. The survey had two purposes:

1. to determine present knowledge of disability laws and
2. to stimulate interest and awareness of knowledge of disability laws.

The faculty survey had a return rate of 47%.

Student Affairs

The Student Affairs Staff Survey of Knowledge of Disability Laws was mailed with a cover letter to 112 student affairs staff at Mississippi State University. The survey had two purposes:

1. to determine present knowledge of disability laws and
2. to stimulate interest and awareness of knowledge of disability laws.

The student affairs survey had a return rate of 63%.

Analyze Data

Faculty Knowledge

Descriptive analyses were performed on the data from the Faculty and Staff Survey of Knowledge of Disability Laws and reported using frequencies and percentages for each of the survey items. Following the analysis of the data, minor changes were made in the survey items for clarification. In 17 of the survey items, 30% or more of the faculty responded incorrectly or did not know what the law mandates. This research was published in *Rehabilitation Counseling Bulletin*, Volume 40, Number 3, March 1997, pp. 166-180 (Appendix E, page 74). The survey is listed in ERIC Clearinghouse ED 395 422.

Student Affairs Knowledge

Descriptive analyses were performed on the data from the Student Affairs Staff Survey of Knowledge of Disability Laws and reported using frequencies and percentages for each of the survey items. Following the analysis of the data, minor changes were made in the survey items for clarification. In 23 of the survey items, 20% or more of the faculty responded incorrectly or did not know what the law mandates. The survey is listed in ERIC Clearinghouse ED 395 441.

Produce Newsletter, Guide

Consolidated Research

The analyses of the data from the two surveys was consolidated into what faculty and student affairs staff need to know about disability laws. This information was used as the foundation in developing the newsletters and College Students with Disabilities: A Desk Reference Guide for Faculty and Staff (Portfolio). In the guide, possible accommodations were listed under the major types disabilities with tabs for quick access to information. The guide included sections for the law, responsibilities of students/faculty/institution, tips to facilitate learning, tips for disability awareness, agreement form for tape recording lectures, and an accessibility checklist. The guide is listed in ERIC Clearinghouse ED 395 441. The newsletters are listed in ERIC Clearinghouse ED 395 422 and ED 395 425.

Advisory Board

The Advisory Board met to review the draft of the guide and make recommendations, suggestions, and modifications. These changes were incorporated into the final copy with Board approval.

Design

A quick reference guide that faculty and staff could use to find the information they needed without prolonged searching and reading was called for. Information was displayed in table form as often as possible and summarized into brief paragraphs. The final guide was 28 pages with tabs for major types of disabilities.

Quality Publication

To promote reader interest and use, it was essential that the guide have a professional quality appearance with a 2-color cover, spiral binding, quality weight paper and tabs for important sections. The guide was designed to appeal to busy faculty and staff because it was easy to read, concise, and attractive. In addition, every professional had a copy on their desk and did not need to go to the library to find information about accommodations and the law.

Train Faculty/ Student Affairs

Faculty Newsletter

A newsletter with the referenced answers to the items on the survey was mailed to all faculty. The newsletter was in a 3-hole punch form designed for faculty to keep and refer to for information. The survey had raised interest and the newsletter provided the answers and served as a training method and resource. By mailing the survey followed by the newsletter to all faculty, a greater number of faculty and staff were believed to have been trained than would have been reached in a workshop.

Student Affairs Newsletter

A newsletter with the referenced answers to the items on the survey was mailed to all student affairs staff. The newsletter was in a 3-hole punch form designed for student affairs staff to keep and refer to for information. The survey had raised interest and the newsletter provided the answers and served as a training method and resource. By mailing the survey followed by the newsletter to all staff, a greater number of student affairs staff were believed to have been trained than would have been reached in a workshop.

Desk Reference Guide

As a final component of the training program, College Students with Disabilities: A Desk Reference Guide for Faculty and Staff was sent to all faculty and staff at Mississippi State University. This guide received the third place award by the Association on Higher Education and Disability (AHEAD) for faculty training guide at the July 1997 International Conference in Boston, MA.

Evaluate

Pre and Post Test

Post tests of the surveys for faculty/staff and student affairs were conducted in the 3rd year of the project. The total number of faculty and student affairs staff who responded to the survey was 395. Following the surveys another newsletter with the correct answers was mailed to all faculty and staff. The newsletter was in 3-hole punch form to be kept for reference. Comments from faculty included: "I kept my old survey to compare and see if my score improved and found that on the post test I knew the correct response to all 26 items."

Training

This training program of surveys, newsletters, and the guide was considered effective for the following reasons:

1. it was believed to reach a larger number of professionals than a workshop,
2. busy staff and faculty did not have to take time away from duties to attend a meeting or fail to attend due to schedule conflicts, and
3. all faculty and staff had the essential information about disability laws on their desk for easy reference and reinforcement of learning.

Letters and comments from faculty and staff indicated it was a favorable method of training and they were now aware of the importance of knowledge of disability laws and the requirements in accommodating students with disabilities.

Advisory Board

The Advisory Board met to review the effectiveness for the training program and provided input from a cross section of departments on the campus. Reviews were positive and the Board indicated their approval on the success of the training.

Plan for Replication

Criteria

The plan for replication of the model training program for faculty and staff in knowledge of disability laws was designed to be cost effective to all institutions that requested products of the project. Many requesting institutions felt a need to train but did not have a line item in the budget. Therefore, keeping the cost at a minimum was relevant to its replication. In addition, the training program needed a design that was easy to replicate without large amounts of professional staff time involved. Finally, it needed to be adaptable to multiple sites, agencies, institutions in a variety of settings.

Model Training Program

The training program was packaged for dissemination and called the "Survey/Educate Model Training Program" (Portfolio). It contained the following items:

- a 26-item camera-ready survey of faculty staff knowledge of disability laws
- a camera-ready newsletter with the referenced answers to the faculty survey
- a 26-item camera-ready survey of student affairs staff knowledge of disability laws
- a camera-ready newsletter with the referenced answers to the student affairs survey
- a 28-item camera-ready survey of student knowledge of disability laws
- a camera-ready newsletter with the referenced answers to the student survey
- a Desk Reference Guide for Faculty and Staff with instructions on how to receive a customized camera-ready copy.

A description of how to implement the model training program was enclosed. Permission was given to make multiple copies of all of the materials with the stipulation that the credit page be kept on all copies.

Disseminate

Funding

In the third year of the project, the budget for postage was depleted and other means of paying for mailing the model training program were required. This project did not have a revolving fund for requesters to send payment for cost of mailing. The Project PAACS budget paid for the materials and institutions who requested the model program were instructed to send a 10" x 13" self-addressed mailer, stamped with $4.00 in postage, and a letter of request on institution letterhead.

Advertisement

The Survey/Educate Model Training was advertised on the Disability Services List serve; state, national, and international presentations; Disability Compliance For Higher Education Newsletter; and AHEAD. Further publicity was gained as the program was promoted at ADA training sessions in other states such as Maine, California, and Hawaii.

Evaluate

Letters

Letters from the institutions who requested the "Survey/Educate Model Training Program" and paid the mailing cost, served as an evaluation of the training program. These letters reported that the training program was effective in reaching a large number of faculty and staff, was easy to reproduce from the camera-ready materials that were provided, and gave professionals the essential information they needed to know about disability laws.

Requests to Reproduce

The institutions that used the camera-ready copy of the guide to reproduce for all of their faculty served as an evaluation of the success of the program. Each requestor was allowed to put the name of their institution on the cover page, keep the credit page to Project PAACS, and reproduce the original guide. Evaluative feedback included: reached a larger number than a workshop, stimulated interest and awareness, was relatively easy to reproduce.

Site Visit

A site visit was conducted by Dr. Tom Grayson of the Transition Research Institute in August of 1996 after the first year of the project. Dr. Grayson wrote a letter following the site visit that the work Project PAACS had accomplished was "unprecedented" in his experience. See Appendix F, Page 82.

National Requests for the Survey/Educate Training Program

- 356 institutions located in 50 states of the nation and 2 foreign countries requested the Survey/Educate Training Program

  Requesters were required to send a stamped, self-addressed mailer. See Appendix G, page 84, for database for list of requesting institutions.

- 41 of the 356 institutions requested a customized camera-ready copy of College Students with Disabilities: A Desk Reference Guide for Faculty and Staff.

  These institutions were given permission to reproduce the project's guide with the name of their institution on the cover. Institutions were required to keep the credit page on all copies. The names of those institutions are listed below.

Aiken Technical College, SC
Alexandria Technical College, MN
CA State University, San Bernadino
Century College, MN
Chicago State University, IL
Dakota County Technical College, MN
Delta State University, MS
Duquesne University, PA
East Central Community College, MS
Eastern Kentucky University, KY
Franklin Pierce College, NH
GateWay Community, AZ
Grand Valley State University, MI
Hinds Community College, MS
Itawamba Community College, MS
James Madison University, VA
Kapi'olani Community College, HI
Metropolitan State College, CO
Midwestern State University, TX
Mississippi College
MS Delta Community College
MS Valley State University
Missouri Southern State College
MT State University, Billings
New York Technical College
North Carolina State University
Northwest MS Community College
Palm Beach Community College, FL
Palomar College, CA
Ramapo College of New Jersey
Saint Louis University, MO
Seattle Central Community College, WA
Seminole Community College, FL
Stephen Austin State University, TX
Suffolk University, MA
SUNY at Stony Brook, NY
University of Missouri, Columbia
University of Tampa, FL
Volunteer State Community College, TN
Washington State University
Wayne State University, MI

Select Comments about the Faculty Training Program

James Madison University, VA
"As the affirmative action officer, I have the opportunity to review an enormous amount of literature which discuss the Rehabilitation Act and the ADA. Ms. Bethea and Dr. Thompson's leadership far exceed similar materials in circulation. Thank you for the opportunity to take advantage of the project's enormous success!"

The University of Maine System, ME
"Recently the University of Maine System began working to develop a handbook to help faculty provide accommodations. We collected and reviewed a number of similar publications produced by other universities. The one developed by Project PAACS was at the top of the list because of its readability, scope, and suitability for a faculty audience in terms of both depth and style."

University of Hawaii, Leeward Community College, HI
"Your distribution of Project PAACS materials could not have been more timely. The opportunity to use your materials as a follow-up has just curtailed my attempts to reinvent the wheel. Thank you for the development of such very welcome and useful materials."

North Carolina State University, NC
"The guide was easy to read, use and reproduce and we did not have to assemble all the information from scratch".

Saint Louis University, MO
"The surveys were something that the faculty could do at their convenience. Thank you for allowing us to use the surveys and guide on our campus."

Dean of Education, Mississippi State University, MS
"I have a copy of the Desk Reference Guide. It is a fine document and should be helpful to faculty across the university. I know this document will help all of us improve the quality of education a student with a disability receives at MSU."

Project Summary

Students Served

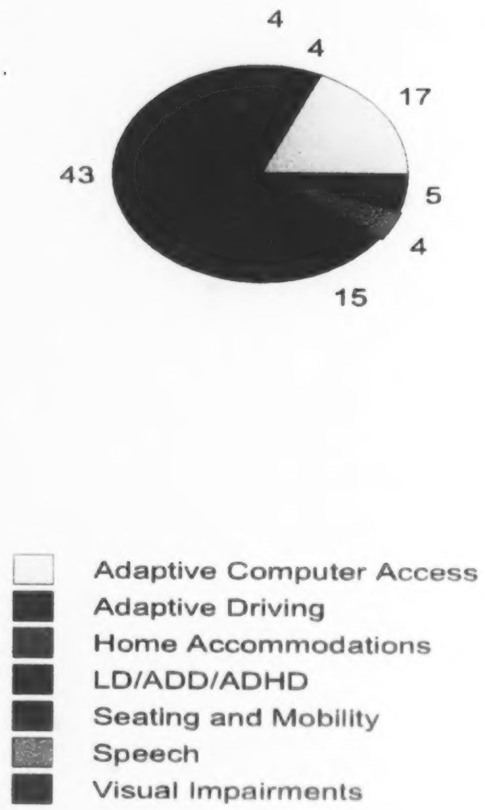
Types of Services Provided

- 141 intake and exit interviews were conducted
- 92 students had assistive technology evaluations and trainings
- 57 students completed a 3-credit hour Career Planning course designed for students with disabilities
- 127 students were trained in knowledge of disability laws and accommodations
- 55 students participated in a mentor program
- 73 students were trained in resume and cover letter writing
- 73 students completed career exploration assessments
- 77 students researched how to choose a major
- 58 students received assistance in selecting job preferences
- 69 students practiced interviewing skills including disability disclosure
- 77 students were trained on the Americans with Disabilities Act

Student Information

- 20 students were minorities
- 44 students were clients of vocational rehabilitation

Types of Technology Evaluations Completed



Faculty, Staff, and Administrators in the State of Mississippi Trained

- 845 faculty/administrators and 112 student affairs staff at Mississippi State University received a 25-item survey of knowledge of disability laws in higher education. 400 faculty/administrators and 70 student affairs staff completed and returned the surveys. Following the surveys all faculty/administrators and student affairs staff were mailed a 3-hole punch newsletter with the referenced answers to the items on the surveys.

- 1,015 faculty/administrators and 142 student affairs staff received the professional quality College Students with Disabilities: A Desk Reference Guide for Faculty and Staff to use as a resource in accommodating students.

- 200 new faculty and student affairs staff who joined the staff at MSU in year two and three of the project received the Desk Reference Guide with a cover letter explaining the importance of awareness of disability compliance in higher education.

- 9 universities, 15 community colleges, and 2 private colleges in the state received camera-ready surveys and newsletters and a copy of College Students with Disabilities: A Desk Reference Guide for Faculty and Staff with instructions on how to receive a camera-ready, customized copy to be reproduced and distributed to each faculty and staff member.

Service Providers in the State of Mississippi Trained

- 206 service providers were trained

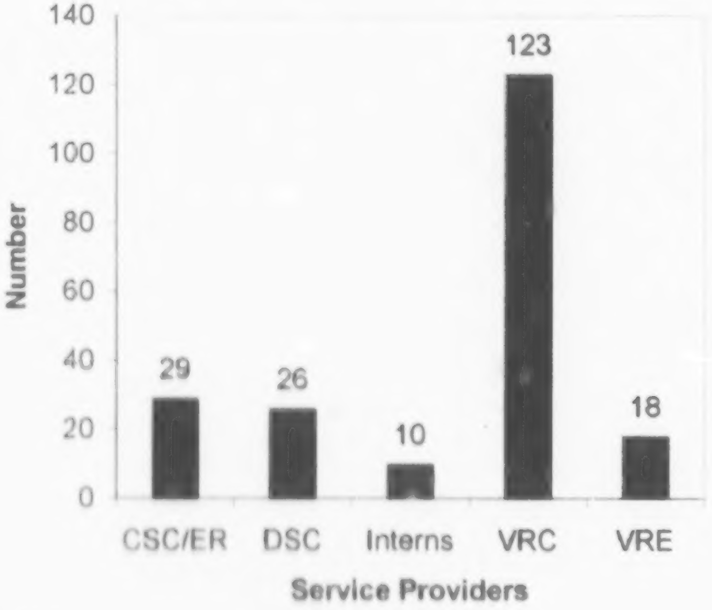
- 8 workshops on types and benefits of assistive technology were conducted for:

CSC/ER	career services counselors and employment recruiters
DSC	disability services counselors
VRC	vocational rehabilitation counselors
VRE	vocational rehabilitation evaluators

Each workshop attendee received a copy of College Students with Disabilities and Assistive Technology: A Desk Reference Guide.

- 10 graduate intern students (5 in rehabilitation counseling and 5 in student development in higher education) were recruited and trained

Each intern was assigned a caseload of students.



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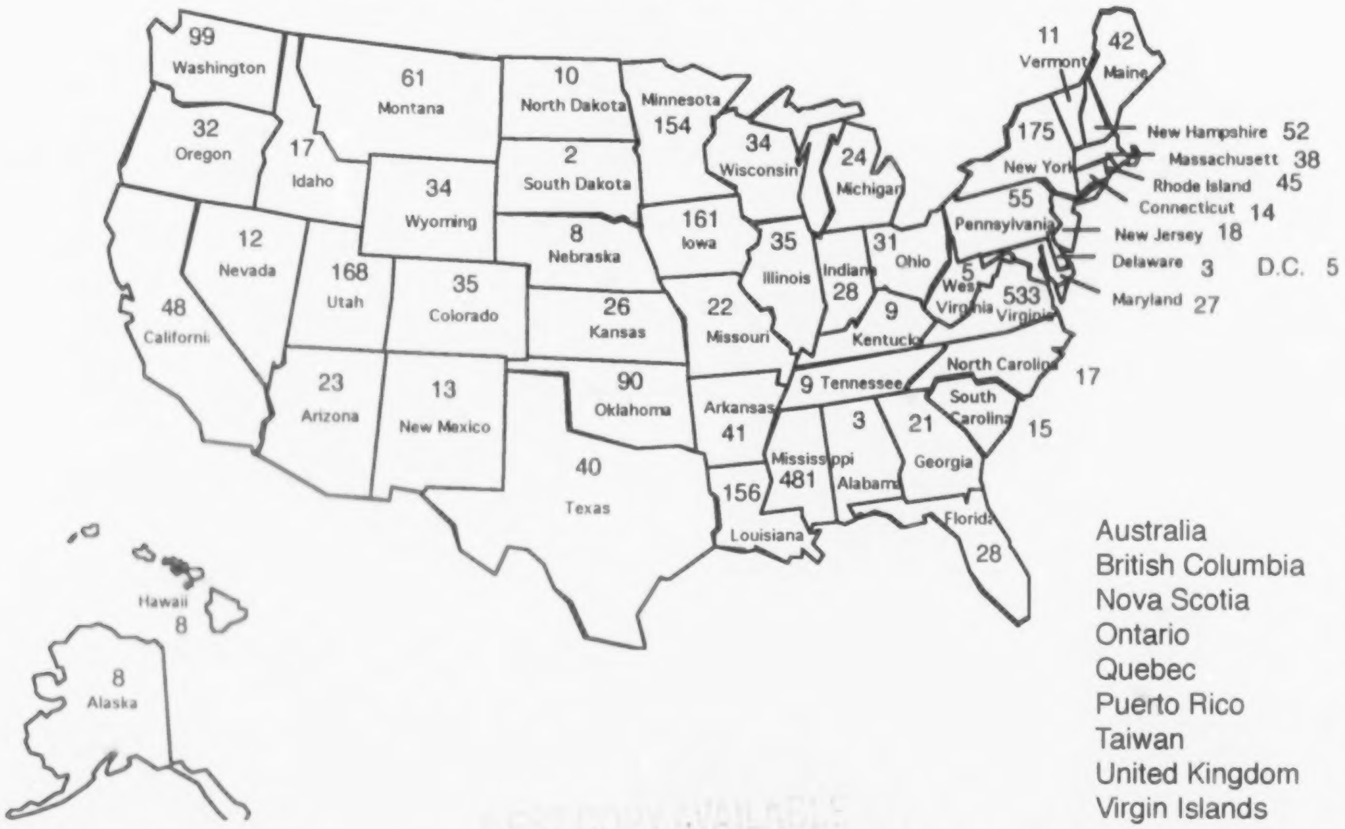
National Requests for Project PAACS Materials

Survery/Educate Training Program
365 institutions in 47 states and
2 foreign countries

Customized Faculty Guide
46 institutions in 24 states

Assistive Technology Guide
546 institutions/agencies in 50
states and 5 foreign countries

Number of Products Requested Per State


99 Washington
32 Oregon
48 California
12 Nevada
17 Idaho
61 Montana
34 Wyoming
168 Utah
35 Colorado
23 Arizona
13 New Mexico
10 North Dakota
2 South Dakota
8 Nebraska
26 Kansas
90 Oklahoma
40 Texas
Minnesota 154
161 Iowa
22 Missouri
Arkansas 41
156 Louisiana
34 Wisconsin
35 Illinois
24 Michigan
Indiana 28
31 Ohio
9 Kentucky
9 Tennessee
Mississippi 481
3 Alabama
21 Georgia
Florida 28
5 West Virginia
533 Virginia
North Carolina 17
South Carolina 15
55 Pennsylvania
175 New York
11 Vermont
42 Maine
New Hampshire 52
Massachusett 38
Rhode Island 45
Connecticut 14
New Jersey 18
Delaware 3
D.C. 5
Maryland 27
Hawaii 8
8 Alaska

Australia	2
British Columbia	7
Nova Scotia	1
Ontario	5
Quebec	1
Puerto Rico	2
Taiwan	1
United Kingdom	1
Virgin Islands	1

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Publications and Presentations

- 8 publications in professional journals and/or ERIC Clearinghouse
- 3 international peer reviewed presentations
- 3 national peer reviewed presentations
- 1 state peer reviewed presentation
- 8 invited presentations/workshops.

See Appendix H, page 96-97 for listings

Distinctions and Recognitions

- College Students With Disabilities and Assistive Technology: A Desk Reference Guide was listed in:
  - *Disability Resources Monthly,* New & Noteworthy, Volume V, Number 2, September 1997, page 2.
  - *ALERT*, AHEAD Newsletter in New Resources Available, Volume 21, Number 4, June/July 1997.
  - *Postsecondary Disability Network News*, Number 33, Spring, 1998, page 11, A. J. Pappanidou Center at University of Connecticut.
- College Students with Disabilities: A Desk Reference Guide For Faculty and Staff received the third place award for faculty guides at the Association on Higher Education and Disability (AHEAD) International Conference, Boston, MA, July 1997.

External Funding Secured

- $10,000 for printing funded by Project START, Mississippi Department of Rehabilitation Services for College Students with Disabilities and Assistive Technology: A Desk Reference Guide
- $5,000 for printing funded by Project START, Mississippi Department of Rehabilitation Services for Students with Disabilities and Assistive Technology: A Desk Reference Guide
- $15,000 secured from Project START for assistive technology devices such as adjustable computer tables, computers, printer and site licenses for specialized software.

Additional Activities

- 91 college students with disabilities completed a 28-item Student Survey of Knowledge of Disability Laws and Recent Legal Decisions.

  The students were provided a newsletter with the referenced answers to the survey items. The survey and newsletter were researched and developed by Project PAACS and designed to be a first step in training in disability laws that delineate reasonable accommodations.

- 80 professionals who provide assistive technology services to individuals with disabilities were trained at a conference on assistive technology in distance learning that was planned, funded, and led by cooperating agencies: Project PAACS, Project START, and the T. K. Martin Center for Technology and Disability.

- 2,000 copies of a third guide entitled: Students With Disabilities and Assistive Technology: A Desk Reference Guide were printed.

  This publication was developed by request from the Montana Center on Disabilities, Billings, MT, Steve Ellerd, who saw the need to adapt the guide to students in secondary, junior high, and middle school. (See Appendix J, page 108)The target population for the new guide was special education/general education teachers, school counselors, vocational rehabilitation/transition counselors, and students/families. The case studies were changed to reflect younger students and the word "postsecondary" was dropped from the title. The new guide contained information about the IDEA and the IEP. Project START and the transition specialists in Mississippi also recognized the need for an assistive technology guide more suited to this population. Project START provided funding for the guide and agreed to handle all dissemination activities. There was no cost to the budget of Project PAACS.

Additional Activities continued

- $15,000 was requested and funded by Project START to be used in the purchase of assistive technology devices and equipment to promote student use.

  Adjustable tables were placed in computer labs in the library, Butler Hall, and the residence halls. A special assistive technology lab was established in the offices of Project PAACS with a computer, printer, scanner with OCR program, and Jaws, Inspiration, Aurora, and Zoomtext software. Students were introduced to the equipment and encouraged to use the specialized programs to complete academic assignments.

- 10 students organized "Access Through Technology," a university recognized student organization.

  The purpose of the organization is to promote awareness of assistive technology for college students with disabilities. The students made presentations to freshmen seminar classes, graduate rehabilitation classes, and other classes such as Environments for Special Needs. Students worked with staff in the computer labs on campus to make them more accessible.

- A web site was created to provide electronic access to products of the project.

  Project PAACS web site may be found at <http://www.msstate.edu/Dept/COE/PAACS> and provides access to College Students With Disabilities and Assistive Technology: A Desk Reference Guide and Desk Reference Guide for Faculty and Staff: College Students with Disabilities.

Budget

Project PAACS exceeded the activities of the original grant proposal through staff efforts in working with other statewide agencies to promote goal achievement. The project had a full staff in all three years of funding.

In year one of funding:

A model training program for faculty and staff in knowledge of disability laws was developed and received national recognition and extensive requests. Funding for national dissemination was not written in the grant until the third year. In order to meet the large demand, requesters were asked to send a stamped, self-addressed mailer with letter of request on institution letterhead. The Project PAACS budget financed the reproduction and printing costs.

Five training workshops in assistive technology for rehabilitation counselors and one for evaluators were conducted and funded by Project START and the T. K. Martin Center.

In year two of funding:

A second model program for providing assistive technology for students and their service providers was researched, written, and produced. Research indicated the deficit of information about assistive technology and the extreme need for a resource. Insufficient funds were budgeted to produce a quality publication. Project START was contacted and asked to review the rough draft and consider funding the printing. Project START agreed to provide $5,000 for printing 2,000 copies. Again, requesting agencies were asked to cover all mailing costs.

Project START also agreed to provide an additional $15,000 to purchase computer access equipment such as computers, software, and adjustable tables for students with disabilities to use in their academic assignments and job search endeavors.

One training workshop in assistive technology for disability service providers and one for career services counselors and employment recruiters were conducted. Project PAACS provided staff, resources, and contacts and the other two agencies provided the budget, technology specialists, equipment and facilities.

In year three of funding:

National requests for the assistive technology guide required additional copies. Project START agreed to provide $5,000 to print another 2,000 copies. Requesters were required to pay all mailing costs as inadequate funds were budgeted for this large demand. National requests for the faculty training in disability laws program required additional printing. The Project PAACS budget was able to meet that demand but requesters were required to pay the mailing costs.

Project staff were invited to visit other institutions of higher education and present at faculty meetings. To meet the added expense of travel, requesting institutions were asked to cover the costs of staff travel. The budget paid travel expense for presentations at national professional meetings.

All funds in the budget were spent. Project PAACS produced two model training programs with materials to meet the large national demand. This would not have been possible without the collaboration of other agencies for funding, no-cost assistive technology specialists and professionals, assistive technology devices and equipment, and use of specialized facilities. The budget for Project PAACS in the 3-year funding period included:

$328,809	OSERS
71,546	MSU cost sharing
25,000	Project START, Mississippi Department of Rehabilitation Services
$425,355	Total

Major Contributors

Sponsor	Provided
Project Staff Director: Anne R. Thompson, Ph.D., C.R.C. Coordinator: Leslie Bethea, M.S., C.R.C. Graduate Assistants: Jennifer Turner, Danette West, Jodi Roberts	Researched and developed materials of the project. Produced 3 desk reference guides that were disseminated nationally. Trained students, faculty, staff, and service providers. Conducted the activites and evaluations of the project.
T.K. Martin Center for Technology and Disability Cognitive Specialist Seating and Mobility Specialist Adaptive Computer Access Specialist Vision Specialist Activities of Daily Living Accommodations Specialist Adaptive Driving Specialist Alternative and Augmentative Communication Specialist	Conducted 92 individual assistive technology evalutaions and training with students. Provided evalutaions and training with students. Provided written reports used in researching the College Students with Disabilities and Assistive Technology: A Desk Reference Guide. Led workshops to train vocational rehabilitation counselors, career services counselors, disability support services counselors, and employment recruiters.
No Cost Consultants Melanie D. Hutto, Ph.D., L.P.C., C.R.C. Harry F. Rizer, Ed.D.	Provided expertise in editing and revising the draft of College Students with Disabilities and Assistive Technology: A Desk Reference Guide and Students with Disabilities and Assistive Technology: A Desk Reference Guide.

Sponsor	Provided
Project START Steve Power, Director	Provided support and funding for the 8 workshops,the publication of 2 desk reference guides, and the assistive technology lab for students at MSU.
Advisory Board	12 Advisory Board members provided resources, ideas, evaluations, and approval for all project activities.
Interns	10 interns provided comprehensive career counseling sessions, conducted intake/exit interviews, assisted in collecting research data.
Employers	50 employers representing health care, contracting, legal, banking and finance, agriculture computer sciences fields participated in a Mentor Program.
Recruiters	Recruiters from Chevron U.S.A., Shell Oil Services, Weyerhauser, Mississippi Chemical Corporation led workshops on job search skills for students.

Sponsorship and Collaboration

Sponsor	Provided
Office of Special Education and Rehabilitation Services	$328,809 for 3 year project
Mississippi State University	$71,546 cost sharing

Collaborator	Provided
Mississippi Department of Rehabilitation Services, Project START	$10,000 for printing guide $15,000 for assistive technology devices such as adjustable computer tables, computers, printer and site licenses for specialized software
T. K. Martin Center for Technology and Disability	Technology specialists conducted evaluations and training for students and led 8 workshops to train career services staff, disability services counselors, vocational rehabilitation counselors, and employment recruiters.

Total Funding	**$425,355**

Evaluation

Evaluation was an ongoing part of every phase of project activities and included:

- Advisory Board members provided evaluative feedback on program activities at regular scheduled meetings.
- A process evaluation plan and a time line insured that activities were conducted, data collected, criteria for judgment determined and responsibilities delegated.
- Intake/Exit interviews with students with disabilities and graduate interns measured gains in knowledge, skills, and career readiness.
- Assessment instruments (assistive technology and career readiness self-perceptions) measured progress in use of assistive technology and preparation for transition to employment.
- Career Planning Course evaluations completed by students at the end of the semester provided input for course modifications and improvements.
- Faculty, student affairs staff, administrators and students completed surveys to measure knowledge of disability laws and recent court cases. The data from the surveys was interpreted into planning for training.
- Site visit by Dr. Tom Grayson of the Transition Research Institute made suggestions for further evaluation of products of the project.
- Workshops participants completed an evaluation form that provided input and planning for future workshops.
- Mentors and students completed evaluations which were interpreted into improvements in planning mentor relationships.
- Letters from requesting institutions of higher education for the Survey/Educate Model Training program gave evaluative feedback of effectiveness at other sites.
- Evaluation forms included with all assistive technology guides indicated the usefulness of the guide.

Recommendations

- **Research is needed to learn why many students with disabilities are not using assistive technology programs that would promote their learning in higher education and transition to employment.**

Areas of possible investigation include:

- reasons for limited use of assistive technology labs that are available on campus
- reasons students fail to complete training in assistive technology

- **Additional research is needed on assistive technology and students with learning disabilities to determine reasons that specialized software programs that promote independence and academic achievement are not used.**

Areas of possible investigation include:

- how the disability impacts learning and using the programs
- the amount and type of support that is needed to continue use
- what are the motivators that promote continued mastery of programs

- **Emphasis needs to be placed on the importance of assistive technology that transfers to the workplace as well as a means to complete course work for a degree.**

- **Training programs in knowledge of disability laws that impact higher education must be continued and designed to reach the largest number of professionals.**

- **The importance of collaborating with other agencies should be emphasized more clearly to new project directors. Directors may need information on contacting no cost consultants, no cost specialized services and additional funding for project activities that achieve the original goals.**

Continuation of Project Activities After Funding Ends

- Students will continue to receive evaluations and training at the T. K. Martin Center for Technology and Disability.
- The 3-hour credit course, Career Planning, will continue to be taught by a teaching assistant in the rehabilitation counseling doctoral program using the lesson plans and notebook developed by Project PAACS.
- Students will have specialized assistive technology available in computer labs in residence halls, the library, and the major lab on campus.
- College Students With Disabilities and Assistive Technology: A Desk Reference Guide will continue to be sent to requesting agencies by Project START.
- Faculty and staff will each have a copy of College Students With Disabilities: A Desk Reference Guide for Faculty and Staff to refer to for information on providing accommodations to students with disabilities.
- Products that were researched and developed will be available through ERIC Clearinghouse.
- The Project PAACS web site, <http://www.msstate.edu/Dept/COE/PAACS>, will be available to provide information and materials.
- Access Through Technology, the university-recognized student organization, will continue to meet and promote awareness of assistive technology on campus.

Contents of Accompanying Portfolio

Survey/Educate Training Program

- a 26-item camera-ready survey of faculty/staff knowledge of disability laws
- a camera-ready newsletter with the referenced answers to the faculty survey
- a 26-item camera-ready survey of student affairs staff knowledge of disability laws
- a camera-ready newsletter with the referenced answers to the student affairs staff survey
- a 28-item camera-ready survey of student knowledge of disability laws
- a camera-ready newsletter with the referenced answers to the student survey
- a Desk Reference Guide for Faculty and Staff with instructions on how to receive a customized camera-ready copy The guide is a professional quality product that is 28 pages in length. It has tabs for quick access to the major types of disabilities, the law and recent court cases, and responsibilities of students and institutions.

College Students with Disabilities and Assistive Technology: A Desk Reference Guide
The guide is a professional quality product that is 44 pages in length. It has a 3-color cover age, spiral binding, charts for easy presentation of information, and tabs for quick access to the major types of disabilities, and tabs for resources, specialists, definition of terms, and a checklist.

Students with Disabilities and Assistive Technology: A Desk Reference Guide
The guide was adapted by request to meet the needs of students with disabilities in secondary, junior high, and middle school and special education/general education teachers, school counselors, vocational rehabilitation/transition counselors, and families.

Appendices

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Intake and Exit Interview Form

by Anne R. Thompson, Ph.D., CRC and Leslie Bethea, M.S., CRC

Your answers to the following questions will assist the staff to plan and provide career counseling and assistive technology training to promote your academic success and transition from college to employment.

Classification in College:

Hometown:

Local address and telephone number:

Major:
(If undecided, majors of interest:)

Have you thought about job preferences in your major or areas of interest?
(Where could you learn more about what you can do with a major in______?)

What are some of the entry level requirements in your job preferences?
(If unsure, where could you find out? Ask someone who is currently employed in that field?, Use the Career Exploration Guide?, Look it up in the DOT?, Occupational Outlook Handbook?, etc.)

What are some of the essential functions of your job preferences?
The essential functions of a job are the fundamental job duties and do not include marginal duties. (The ADA protects people with disabilities from discrimination in the employment process if----they are equally qualified and can perform the essential functions of the job with or without accommodation.)

What impact does your disability have on what you want to do?

What kinds of assistive technology and/or accommodations are you using in your academic work?

What kinds of assistive technology and/or accommodations are you using for any other purposes?

Where could you use a computer to help you with your class assignments?

What is your previous experience with computers?

Have you had a recent assistive technology evaluation?
 If yes, what kind, where and when?

 If no, would you like to have an evaluation?
 What kind?

What would you like to do that you cannot do and wonder if the right assistive technology would make that possible?

Would you be interested in participating in some career assessments?

- Interest
- Personality
- Work Values

How would part-time work or volunteer work help you right now?

What do you know about the co-op program?

Disability Code:

Client Code:

VR Counselor:
Address and Telephone Number:

Interviewer:

Date:

Career Readiness Self-Assessment

by Anne R. Thompson, Ph.D., CRC
Mississippi State University

Your answers to the following questions will assist the staff to plan and provide career counseling and assistive technology training to promote your transition from college to employment. You may choose not to answer any of the questions. Your survey form will be precoded and your name will be kept confidential. This data may be used for research at a later date, but at no time will your identity be disclosed.

Your classification in school. (Circle number of your answer)
1. Freshman 2. Sophomore 3. Junior 4. Senior 5. Graduate
Present age:__________Years Gender:______Male ______Female
Are you currently married? ________Yes ________No
Your racial or ethnic identification: ______________________

Which **one** of the following categories best describes your primary disability:
(Circle number of your answer)
1. Blind/Visually Impaired 2. Cerebral Palsy 3. Deaf/Hearing Impaired

4. Epilepsy 5. Learning Disablity 6. Progressive Neuromuscular

7. Psychiatric Disability 8. Spinal Cord Injury 9. Traumatic Brain Injury

10. Other:____

Was your disability congenital_____ or acquired_____? If your disability was acquired, what was your age at the time of onset? __________Years

Have you received career counseling services? _____Yes____No

Are you a client of vocational rehabilitation? _____Yes____No

Are you currently receiving funds from vocational rehabilitation? ____Yes ____No

Have you selected a college major? _____Yes____No
If you answered Yes, are you satisfied with your major? _____Yes____No

Do you know what kind of a job you will look for when you graduate ____Yes____No

Are you currently working for pay? _____Yes____No
If you answered no, have you previously worked for pay? _____Yes____No

Do you anticipate working when you graduate? _____ Yes____No
If you answered No, please give brief reason why.

Please rate yourself on the following statements using the scale listed below. Circle the number that most nearly matches your ability.

1 = I definitely need skill training.

2 = I probably need skill improvement.

3 = I am not sure.

4 = I can probably do this skill.

5 = I can definitely do this skill.

1. I can make an informed decision about my college major. 1 2 3 4 5

2. I can determine appropriate job preferences that are available in my major. 1 2 3 4 5

3. I can determine the entry level requirements in my job preference. 1 2 3 4 5

4. I can determine the essential functions of my job preference. 1 2 3 4 5

5. I can determine the assistive technology that is available and will increase my employment options. 1 2 3 4 5

6. I can use the options that are available in purchasing necessary assistive technology. 1 2 3 4 5

7. I can use a word processor for computer communication. 1 2 3 4 5

8. I can prepare a brief and informative resume that introduces my skills and experience. 1 2 3 4 5

9. I can prepare a cover letter that will encourage a potential employer to read my resume. 1 2 3 4 5

10. I can present my strengths in an initial telephone job interview. 1 2 3 4 5

Rating Scale:

1 = I definitely need skill training.

2 = I probably need skill improvement.

3 = I am not sure.

4 = I can probably do this skill.

5 = I can definitely do this skill.

11. I can decide where, when and how to disclose my disability to a potential employer that will promote the decision to hire. 1 2 3 4 5

12. I can dress to look professional for a job interview. 1 2 3 4 5

13. I can use eye contact in the job interview to indicate interest and attention. 1 2 3 4 5

14. I can maintain interview posture that conveys poise, alertness and competence. 1 2 3 4 5

15. I can use a job description to demonstrate or tell how I can perform the duties of a job. 1 2 3 4 5

16. I can use proper English grammar. 1 2 3 4 5

17. I can organize and communicate my thoughts clearly in a job interview. 1 2 3 4 5

18. I can describe myself in a way that focuses on the things that I can do. 1 2 3 4 5

19. I can tell a potential employer how my disability has enabled me to develop special skills. 1 2 3 4 5

20. I can answer open-ended questions in the job interview to display my knowledge and abilities. 1 2 3 4 5

21. I can listen carefully and accurately. 1 2 3 4 5

Rating Scale:

1 = I definitely need skill training.

2 = I probably need skill improvement.

3 = I am not sure.

4 = I can probably do this skill.

5 = I can definitely do this skill.

22. I can talk with an employer about medical insurance and benefits. 1 2 3 4 5

23. I can accurately describe my job accommodation needs to a potential employer. 1 2 3 4 5

24. I can tell a potential employer about tax credits for hiring a person with a disability. 1 2 3 4 5

25. I can obtain housing and transportation in a new employment environment. 1 2 3 4 5

26. I can make necessary travel arrangements for myself. 1 2 3 4 5

27. I can describe how the Americans With Disabilities Act, 1990 protects people with disabilities who are seeking employment. 1 2 3 4 5

Career Planning
COE 1323 - 03

Instructor: Leslie Bethea
Montgomery Hall, room 13 E
325-7919
LBethea@colled.msstate.edu
Credit: 3 semester hours

Catalog Description:
Three lectures. Provides students with a basis for making career decisions and selecting an academic major.

Text:
Witt, M. A. (1992). Job strategies for people with disabilities Princeton, NJ: Peterson's Guides.

Objectives:
1. Identify occupations and programs of study that may be of interest.
2. Identify career interests, skills, and values.
3. Use a variety of strategies for selecting an academic major and/or locating and securing employment.
4. Understand how the Americans With Disabilities Act protects individuals with disabilities in employment.
5. Learn to use assistive technology in the academic and work environment.
6. Know financial resources/purchasing options for assistive technology.
7. Learn appropriate job seeking skills including preparation of resume and cover letter.
8. Know when, where, and how to disclose a disability to an employer.
9. Integrate personal knowledge, career information, and assistive technology into realistic and satisfying careers.

Assignments:
1. Schedule appointment with TA to complete CHOICES computer program. Must be completed by September 9.
2. Participate in one co-curricular activity related to an academic major or career of interest by either joining a MSU or local organization or performing 2 hours of community service. Turn in Plan for Involvement September 18.
3. Schedule an appointment with TA to review the results of MBTI and SII. Must be completed by September 26.
4. Arrange and participate in an informational interview with a person who can provide information on an academic major or a career of interest. Prepare a script of questions (based on class handouts) to ask in the interview. Send a thank you letter to the person interviewed. Write a summary of the information gained in the interview. Typed summary and thank you letter due September 16.

5. Complete a tour of the Career Services Center Library. Arrange time with TA. Turn in Career Services Library Report September 11.
6. Attend Career Day. Complete the Career Day Report. Due September 11.
7. Complete the Occupational Report. Resources for the research include the Dictionary of Occupational Titles, Guide for Occupational Exploration, and Occupational Outlook Handbook. Due October 21.
8. Prepare a resume and cover letter using class handouts and resources. Meet with TA to review and revise. Due October 28.
9. Prepare and practice a script for interview responses. Arrange appointment with TA to practice interviewing skills and receive feedback. Turn in script November 4.
10. Participate in a videotaped dress rehearsal of job interview skills at the Career Services Center. Must be completed by November 20.
11. Meet with assigned mentor. Mentor Program will be November 18. Turn in thank you letter to mentor November 20.
12. Develop a portfolio of career and employment information including an assistive technology resources section. The notebook will contain class handouts, career assessment results, informational interview report, occupational outlook report, and other career and program of study information researched in the class. The portfolio will be checked October 14 and December 2.

Method of Evaluation:

Grades will follow a 10 point scale and will be based on the following criteria:

Attendance	15%
Assignments	75%
ADA Test	10%

Students who need accommodations to class materials and testing because of a disability are responsible for:

1. self-identifying to instructor
2. requesting specific accommodations.

State	School/Agency	# Sent	Who	Last Name	Title	Address	City, State	Date	Disk
		1	VR	Deaver, Loerance				2/3	
		1		Verderber Nancy A.	Admin			2/16	
AK	State of Alaska, Department of Education	1	VA	Nelson, Thea	Vocati	10002	Juneau, AK	11/1	
AK	Southeast Alaska Independent Living	1	DS	Billingslea, Rosalyn	Admin	P.O. Box	Juneau, AK	12/5	
AK	Special Education Service Agency	3	DS	Young, Michael		2217 East	Anchorage, AK	7/22	
AK	United States Department of Education, Rehabilitation	1	VR					12/1	
AL	Samford University	1	CS	Martin, Alice	Direct	800	Birmingham,	6/12	
AL	Special Education Service Agency	2		Wright, Patricia		2217 East	Anchorage, AL	3/24	
AR	University of Arkansas	1	DS	Brown, Pat	Projec	346 N.	Fayetteville,	5/29	
AR	Arkansas Department of Human Services; Division of	20	VA	Miller, Nikita	Rehab	522 Main	Little Rock, AR	12/5	
AR	Arkansas Department of Human Services	1	DS	Mason, Mona	Secret	123 West	El Dorado, AR	10/2	
AR	Arkansas Department of Human Services	1	DS	Paxton, Linda	Field	P.O. Box	Little Rock, AR	10/2	
AR	Arkansas Rehabilitation Services	1	VA	Marsac, Wayne	Inten	1616	Little Rock, AR	11/1	
AR	University of Arkansas at Little Rock	1	DS	Queller, Susan	Direct	2801 S.	Little Rock, AR	5/22	
AR	Hendrix College	1	CS	Robinson, Diane	Direct	1600	Conway, AR	6/2	
AR	Henderson State University	10	Grt	Faust, Vickie	Direct	1100	Arkadelphia,	8/5	
Aus	Murdock University	1	DS	Brown, Karen	Equity	Social	Murdoch,	9/12	
AZ	Arizona State University - West	1	Prof	Williams, Jane M.	Assist	4701 West	Phoeniz, AZ	4/6	
AZ	Mohave Community College	1	DS	Wong, Jodie H.	Disabi	1971	Kingman, AZ	3/30	
AZ	Arizona State University West	1	DS	Munk, Nyla Maria	Disabi	P. O. Box	Phoenix, AZ	5/22	
AZ	Gateway Community College	1	DS	Schon, Esther	Coord	108 N.	Phoenix, AZ	6/16	
AZ	Arizona State University West	4		Jordan, Charlie	Stude	4701 West	Phoenix, AZ	5/22	
AZ	Northland Pioneer College	1	DS	Reynolds, Joe Dr.	Specia	P.O. Box	Holbrook, AZ	11/2	
AZ	Glendale Community College	☐	DS	Oreshack, Nancy	Disabi	6000 W.	Glendale, AZ	5/22	
AZ	Northern Arizona University	1	DS	Fields, Marsha	Assist	NAU Box	Flagstaff, AZ	6/4	
AZ	The Navajo Nation	1	VA	Roanhorse, Treva	Direct	P.O. Box	Window Rock,	12/1	
BC	North Island College	2	DS	Spencer, Judy,	Progra	1480 Elm	Campbell	2/3	
CA	Cabrillo College	1		Eldridge, Sandra	Adapti	6500	Aptos, CA	9/22	1
CA	Pride Industries	1	VR	Elston, Rosemary	Assist	One	Roseville, CA	9/22	
CA	Palomar College	1	DS	Haines, Ron	Direct	1140 West	San Marcos,	10/7	
CA	California State University, Long Beach	1	DS	Sharp Johnson,	Work	1250	Long Beach,	7/18	
CA	California State University, Chico	1	DS	Chapman, Jan	Office		Chico, CA	5/26	
CA	Loma Linda University	1		Watson, Georgia	Admin	Evans Hall	Loma Linda,	11/1	
CA	California State University, Northridge	8		Sanderson, Gary R.	Outrea	18111	Northridge, CA	4/2	
CA	California State University - WorkAbility IV	3	DS	Erickson, Nicholas	Projec	5500	San	3/30	

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State	School/Agency	# Sent	Who	Last Name	Title	Address	City, State	Date	Disk
CA	California School of Professional Psychology	1	Prof	Olkin, Rhoda	Associ	1005	Almeda, CA	7/15	
CA	California State University, San Bernardino	1	DS	Erickson, Nicholas	Direct	5500	San	5/22	
CA	University of Redlands	1		Bowman, Judy	Direct	1200 East	Redlands, CA	8/19	
CA	California State University, Northridge	1	DS	Sakata, Mark T.	Acces	18111	Northridge, CA	1/13	
CA	Gavilan College	1		Bedell, K., RN,	Direct	5055	Gilroy, CA	11/7	
CA	University of California, San Diego	1	VR	Niman, Barry J.	Manag	9500	La Jolla, CA	10/6	
CA	Citrus College	1	DS	Hill, Donna	Secret	1000 West	Glendora, CA	9/12	
CA	University of California, Davis	1	DS	Messerli, Carma	Coord	One Shield	Davis, CA	8/21	
CA	California State Polytechnic University	2	DS	Turner, Mark S.	Learni	3801 W.	Pomona, CA	4/3	
CA	University of California, Santa Cruz	1	DS	Willats, Susan	ADA	296	Santa Cruz, CA	6/19	
CA	San Diego City College	1	DS	Elias, Helen	DSPS	1313	San Diego, CA	7/8	
CA	Stanford University	1	DS	Bisagno, Joan	Direct	123 Meyer	Stanford, CA	6/12	
CA	Foothill College	1	Prof	Menager-Beeley,	Profes	12345 El	Los Altos	6/2	
CA	Goodwill Industries of Orange County	1	VR	Aguirre, Angie	Admin	410 N.	Santa Ana, CA	6/9	
CA	Cabrillo College			Cordery, Leigh	Coord	6500	Aptos, CA	10/6	
Can	University of British Columbia	1	DS	Clark, Ruth J.	Librar	1874 East	Vancouver,	1/12	
Can	Douglas College	1	DS	Kyle, Jo-Anne	Facilit	P.O. Box	New	9/29	
Can	Canadore College	7		Walker, Mike	Specia	P.O. Bx	North Bay,	7/23	
Can	University of Western Ontario	1	DS	Sitko, Carolyn	Resear	1137	London,	6/19	
Can	University of Guelph	1	DS	Herriot, Carol	Advis	Level 3,	Guelph,	8/4	
Can	Adult Services Program	1	Grt	Loewen, Gladys	Progra	#112-1750	Vancouver,	7/31	
Can	Dawson College	1	Prof	Fichten, Catherine	Depart	3040	Montreal, Que	7/8;4	
Can	University of British Columbia	1	DS	Estey, Steven	Advis	Room	Vancouver, BC	7/24	
Can	Capilano College	1	DS	Bordewick, Jolene	Disabi	2055	North	6/9	
Can	Trent University	1	DS	Lund-Lucas, Eunice	Coord	1600 West	Peterborough,	6/3	
CO	State of Colorado, Division of Vocational Rehabilitation	1	VR	Taylor, Jennifer	Super	601 Grant	Denver, CO	3/24	
CO	University of Colorado	1	DS	Roque, Lou	Office	Campus	Denver, CO	6/9	
CO	University of Colorado at Boulder	3	CS	Boyle, Linda	Assist	Williard	Boulder, CO	7/25	
CO	Helen Keller National Center	1	DS	McGowan, Maureen	Regio	Rockey	Lakewood, CO	11/1	
CO	University of Colorado at Denver, Center of Collaborative	1		Sands, Deanna Dr.	Resou	1444	Denver, CO	10/2	
CO	State of CO	1	VR	White, Jana	Reh.C	2850	Fort Collins,	4/24	
CO	University of Colorado at Boulder	2	Prof	Fink, Ruth J.	Profes	643	Boulder, .CO	4/6	
CO	State of Colorado, Vocational Rehabilitation	1	VR	Jackson, Cindi	Vocati	222 S 6th	Grand	3/12	
CO	State of Colorado, Department of Human Services	1	VR	Peterson, Karen M.	Admin	2850	Fort Collins,	3/16	
CO	Western State College of Colorado	1	DS	Edwards, Jan	Coord	Union 102	Gunnison, CO	12/4	

State	School/Agency	# Sent	Who	Last Name	Title	Address	City, State	Date	Disk
CO	Aims Community College	1	DS	Laurin, Kathleen	Specia	PO Box	Greely, CO	8/7	
CO	Metropolitan State College of Denver			Rivera, Evelyn L.	Admin	Campus	Denver, CO	9/11	PC
CO	University of Denver	1	CS	Pushor, Carol	Assist	2050 E.	Denver, CO	7/18	
CO	Univ of Colorado at Col Springs	1	Prof	Martin, James	Profes	PO Box	Colorado	8/1	
CO	Meeting the Challenge, Inc.	2	DS	Snow, Mark		3630	Colorado	3/30	
CO	Front Range Community College	1	DS	Bennett, Jo Anna	Direco	3645 West	Westminister,	7/17	
CO	Metropolitan State College of Denver	1	CS	Carr, Debra	Associ	Campus	Denver, CO	6/5	
CT	State of Connecticut, Office of Protection and Advocacy for	1	DS	Knauff, Gretchen		60B	Harford, CT	10/2	
CT	University of Connecticut	1	DS	Anderson, Patricia	Coord	Box-64,	Storrs, CT	12/9	
CT	University of Connecticut	1	DS	Cardinal, Sharon	UAP	249	Storrs, CT	3/9	
CT	Quinnipiac College	1	DS	Jarvis, John	Coord	PO Box	Hamden, CT	6/9	
CT	State of Connecticut	1		Kinane, Katherine	Direct	Park Place	Winsted, CT	9/4	
CT	Sacred Heart University	1	CS	Fiorentino, Deanna	Career	5151 Park	Fairfield, CT	5/26	
CT	Connecticut State University	1	DS	Tucker, Suzanne		501	New Haven,	9/4	
CT	University of Connecticut	1	DS	Sipes, Lydia	Office	233	Storrs, CT	4/6	
DC	Gallaudet University	2		DiPietro, Loraine	Direct	800	Washington,	4/6	
DC	George Washington University	1		Knab, Jordan T.	Resear	2134 G	Washington,	9/29	
DC	George Washington University	1		Kochhar, Carol A.	Leader	2134 G	Washington,	9/22	
FL	University of Tampa	1		Ruday, Robert	Dean	401 W.	Tampa, FL	3/30	
FL	Miami Dade Community College	1	Grt	Rodriguez,	Progra	11380	Miami, FL	7/22	
FL	Miami Dade Community College		Grt	Edwards, Paul	Coord	11380	Miami, FL	7/22	PC
FL	Florida State University	1	DS	Chapman, Tammy	Learni	08 Kellum	Tallahassee, FL	4/13	
FL	Art Institute of Ft. Lauderdale	1	CS	Fisher, Sandy	Emplo	1799 SE	Fort	5/26	
FL	Palm Beach Community College	1	DS	Scritchfield, Sandra	Learni	4200	Lake Worth,	10/2	
FL	Seminole Community College	1	DS	Paishon, Dottie	Coord	100	Sanford, FL	9/29	
FL	Florida Gulf Coast University	1	DS	Hozdik, Elaine	Direct	17959	Ft. Myers, FL	6/16	
FL	Florida State University	1	CS	Ard, Elaine	Assist	College of	Tallahassee, FL	7/25	
FL	Florida State University	1		Menchetti, Bruce	Associ	Departmen	Tallahassee, FL	11/1	
FL	Univ. of Miami School of Law	1	DS	Lennon, Marni Beth	Direct	P. O. Box	Coral Gables,	6/3	
FL	Santa Fe Community College	1	DS	Munnis, Claudia	Couns	3000	Gainesville, FL	6/2	
FL	Barry University	1	DS	Lisle, Kristy	Coord	11300 NE	Miami Shores,	6/3	
FL	Florida Diagnostic Learning and Resource Services Media	1	DS	Genovese-Shulman,		100 S.	Fort	11/3	
GA	Emory University	1		Salpeter, Miriam	Asst	1518	Atlanta, GA	9/2	
GA	Emory Univ School of Medicine	1	L	Frick, Carolyn	Catalo	1462	Atlanta, GA	5/26	
GA	University of Georgia	1	CS	Rosenthal, Glenn	Direct	Clark	Athens, GA	7/8	

Written Request for College Students with Disabilities and Assistive Technology: A Desk Reference Guide

State	School/Agency	# Sent	Who	Last Name	Title	Address	City, State	Date	Disk
GA	Helen Keller National Center	3	DS	Brooks, Susan	SE	1005	Atlanta, GA	12/1	
GA	Mitsubishi	1		Holland, Robin	Vice	6100	Norcross, GA	9/22	
GA	University of Georgia	1	DS	Moss, Kathy	Office	331	Athens, GA	7/25	
GA	Thomas College	1		Chandler, Shirley		1501	Thomasville,	11/1	
GA	Georgia State University	1	DS	Pearson, Carole	Direct	University	Atlanta, GA	6/23	
GA	Astronet Corporation	1		Moore, Irene K.	Marke	3805	Duluth, GA	9/29	
GA	Georgia Southern University	1	CS	Berfmaier, Patricia	Direct	PO Box	Statesboro, GA	7/17	
GA	Coastal Georgia Comm College	1	DS	Haines, Mark	ADA	3700	Brunswick,	6/9	
GA	Dalton College	1	CS	Hefner, Dennis	Coord	213 North	Dalton, GA	5/26	
HI	University of Hawaii, Hilo	1	DS	Hisashima, Norine	Clerk,	200 W.	Hilo, HI	8/8	
IA	University of Iowa	1	CS	Kirkley, Amy	Office	24 Phillips	Iowa City, IA	8/4	
IA	Drake University	25	VR	Sciorrotta, Roxanne	Rehab	2507	Des Moines, IA	7/1	
IA	Des Moines Area Community College	3		Grimm, Carol	Couns	2006	Ankeny, IA	8/12	
IA	University of Northern Iowa	1	L	Warner, Sandra	Librar	1227 W.	Cedar Falls, IA	6/3	
IA	University of Iowa Hospitals and Clinics	1	DS	Amundson, Judith,	Assist	100	Iowa City, IA	4/7	
IA	University of Iowa	1	DS	Bishop, Jeffrey	Assisti	500 NWB	Iowa City, IA	5/23	PC
IA	Kirkwood Community College	1	DS	Belcher, Marilyn	Couns	PO Box	Cedar Rapids,	7/8	
IA	Dordt College	1	DS	Boer, Lavonne	Coord	498	Sioux Center,	11/2	
IA	University of Northern Iowa	1	DS	Slykhuis, Jane	Coord	Office of	Cedar Falls, IA	8/19	
IA	State of Iowa	45	VR	South, Monty	Rehab	510 East	Des Moines, IA	1/27	
IA	Iowa State University	1	L	Williams, Pam	Chair,	Rm 140,	Ames, IA	6/24	
IA	Iowa Program for Assistive Technology	75	DS	Gay, Jane	Co-	University	Iowa City, IA	10/2	
ID	Boise State University	1	DS	Hughes, Rhonda	Admin	1910	Boise, ID	11/2	
ID	State of Idaho, Commission for the Blind & Visually	1	DS	Starkovich, Maggie	Admin	341 W.	Boise, ID	11/1	
ID	Boise State University	1	CS	Metzger, Shelley	Assist	1910	Boise, ID	10/1	
ID	Co-Ad, Inc.	1		Rivers, Dania	CAP	4477	Boise, ID	11/4	
ID	University of Idaho	10	DS	Wright, Yvonne	Projec	129 West	Moscow, ID	12/8	
ID	State of Idaho, Commission for the Blind & Visually	1	DS	Niedermaier, Gerald	Coord	341 W.	Boise, ID	11/1	
IL	CRS Rehabilitation	1		White, Gina B.		2245	Westchester, IL	9/19	
IL	Lewis & Clark Community College	1	VR	Ashlock, Larry	Vocati	5800	Godfrey, IL	4/7	
IL	School of the Art Institute of Chicago	1	DS	Whitlow, Susan	Coord	Learning	Chicago, IL	6/23	
IL	Univ of IL at Urbana-Champaign	1	Grt	Goyen, Patti	Outrea	1207	Champaign, IL	7/2	
IL	Northern Illinois University	1	DS	Kasinski, Nancy	Direct	408 Health	DeKalb, IL	5/27	
IL	Chicago State University	5	DS	Saunders, Sandra	Coord	9501 S.	Chicago, IL	7/18	
IL	Western Illinois University	1	DS	Green, Joan	Coord	1	Macomb, IL	9/23	

Written Request for College Students with Disabilities and Assistive Technology: A Desk Reference Guide

State	School/Agency	# Sent	Who	Last Name	Title	Address	City, State	Date	Disk
IL	Black Hawk College	1	DS	Langdon, Cathy	Coord	6600 34th	Moline, IL	6/2	
IL	University of Illinois - Springfield	1	DS	Carwile, Karla K.	Coord	Bldg E,	Springfield, IL	4/6	
IL	University of Illinois Alumni Association	3	CS	Hays, Julie	Assist	Suite 204	Chicago, IL	8/1	
IL	National Transition Alliance	1	Grt	Grayson, Tom	Associ	113	Champaign, IL	7/28	
IL	Illinois State University	1		Detwiler, Scott		Campus	Normal, IL	9/9	
IL	Illinois Department of Human Services	1	DS	Ruppel, K.		623 E.	Springfield, IL	2/2	
IL	Illinois State University	1	DS	Leyer, Betsy	Assist	350 Fell	Normal, IL	7/17	
IN	Vincennes University	1	C/D	Clinkenbeard,	Coord	VH-62,	Vincennes, IN	6/5	
IN	Purdue University	1	DS	Cobb, Cathy	Secret	1096	West Lafayette,	8/1	
IN	Ivy Tech State College	1	CS	Bayer, Gregory	Manag	P. O. Box	Lafayette, IN	6/2	
IN	ECPIC	9	Emp	Britton, Bill	EmpS	201 E.	Muncie, IL	4/24	
IN	Assistive Technology, Training, and Information Center	1	DS	Kerns, Joyce A.	Assisti	P.O. Box	Vincennes, IN	10/2	
IN	Indiana University	1	DS	Minde, Ann	Coord	Main	Bloomington ,	5/22	
IN	Indiana University	1	DS	Irwin, Marilyn	Direct	2835 East	Bloomington,	5/22	
IN	Indiana University	1	DS	Irwin, Marilyn	Direct	2853 East	Bloomington,	11/1	
IN	Indiana-Purdue University Fort Wayne	1	DS	Borst, Randall	Servic	2101	Fort Wayne,	5/22	
IN	Purdue University North Central	5	Prof	Chambers, Nancy	Nursi	1401 S.	Westville, IN	7/25	
IN	Indiana University	1	DS	Morris, Steve	Direct	J.A.	Bloomington,	5/22	
KS	Washburn University	1	CS	Williams, Duane	Career	1700 SW	Topeka, KS	5/26	
KS	Kansas City Kansas Community College	1	DS	Webb, Valerie	Super	PO Box	Kansas City,	7/11	
KS	Helen Keller National Center	1		Jordan, Beth	Regio	Great	Shawnee	9/2	
KS	Wichita State University	1	DS	Landrum, Grady	Direct	1845	Wichita, KS	5/23	
KS	Johnson County Community College	1	DS	Dressler, Holly	Super	12345	Overland Park,	7/22;	
KS	Tabor College	1	CS	Seibel, Evelyn	Secret	400 S.	Hillsboro, KS	6/2	
KS	Kansas State University	1	DS	Holden, Gretchen	Direct	202	Manhattan, KS	5/22	
KS	Assistive Technology for Kansas	10	Tech	Dwyer, Jackie		2601	Parsons, KS	6/12	
KY	Eastern Kentucky University	1	CS	Melius, Laura	Associ	Coates	Richmond, KY	7/21	
KY	Human Development Institute	1	DS	Sheppard, Kathy		126	Lexington, KY	9/29	
KY	University of Kentucky	1	DS	Fogg, Susan	Staff	Room 2	Lexington, KY	6/23	
KY	Transylvania University	1	CS	Young, Jennifer		300 North	Lexington, KY	1/12	
KY	UK - Madisonville Community College	1	DS	Wolfe, Valerie	Coord	2000	Madisonville,	3/30	
LA	Centenary College	1	CS	Welborn, Mary Ann	Direct	2910	Shreveport, LA	5/26	
LA	LA State Tech Act (LATAN)	50, 100	T	Nesbit, Julie	Direct	3042 Old	Baton Rouge,	5/23,	
LA	Southeastern Louisiana University	1		Hebert, Deborrah	Assist	SLU 496	Hammond, LA	5/27	
LA	Louisiana Tech University	1		Alexander, Margaret	Assist	P.O. Box	Ruston, LA	8/15	

Written Request for College Students with Disabilities and Assistive Technology: A Desk Reference Guide

State	School/Agency	# Sent	Who	Last Name	Title	Address	City, State	Date	Disk
MA	Wheelock College	1	DS	Patey Laura J.,	Coord	200 The	Boston, MA	4/6	
MA	Boston Public Schools	1	DS	Eichleay, Kristen	Coord	400 The	Boston, MA	10/6	
MA	Worchester Polytechnic Institute	1	DS	Van Dyke, JoAnn	Disabi	100	Worchester,	7/15	
MA	University of Massachusetts - Lowell	3	DS	Donaghey, Elizabeth	Direct	One	Lowell, MA	4/3	
MA	Boston University	1	DS	Lewis, Carrie	Assist	Martin	Boston, MA	7/21	
MA	Mount Wachusett College	2	Grt	Rice, Sharyn	Direct	444 Green	Gardner, MA	7/28	
MA	University of MA at Amherst	1		Elkins, Mary	PCCO	749	Amherst, MA	6/2	
MA	Framingham State College	2	CS	Dunn, Angela	Assist	100 State	Framingham,	8/1	
MA	Fitchburg State College	1,6	Grt	Peterson, Willa		160 Pearl	Fitchburg, MA	7/9;8	
MA	Northern Essex Community College	1	DS	Martin, Susan,	Learni	Elliott	Haverhill, MA	3/30	
MA	Suffolk University	1	DS	Hurwitz, Mary	Learni	41 Temple	Boston, MA	7/1	
MD	Howard Community College	2	DS	Marks, Janice	Direct	10901	Columbia, MD	6/23	
MD	University of MD at College Park	1	CS	Kempton, Bryan	Progra	3121	College Park,	7/8	
MD	Montgomery Community College	1	DS	Merrick, Janet	Disabi	51	Rockville, MD	6/16	
MD	Prince George's County Government	1	DS	Gawlik, Rudy	Direct	9201 Basil	Largo, MD	9/22	
MD	Goucher College	1	CS	Duggan, Edward	Direct	1021	Baltimore, MD	7/25	
MD	Catonsville Community College	1		Brunstetter, Jean S.	Acade	800 South	Baltimore, MD	8/26	
MD	Hood College	1	DS	Schlossberg, Lynn	Disabi	401	Frederick, MD	6/24	
MD	MD Technology Assistance Programs	4	VR	Calderan, Louise		300 W.	Baltimore, MD	5/15	
MD	Howard Community College	1	DS	Reed, Linda	Admin	10901	Columbia, MD	6/12	
MD	Dundalk Community College	2	DS	Remchuk, Laura,	Coord	7200	Baltimore, MD	2/24	
MD	University of Baltimore	1	CS	Crawford, Amy	Career	1420	Baltimore, MD	6/2	
MD	Maryland State Department of Education	1	VR	Corey, Jim	Job	2301	Baltimore, MD	10/3	
MD	University of Baltimore	1	DS	Chachulski, Patrick		Disability	Baltimore, MD	8/19	
ME	University of Southern Maine	3	CS	Harriman, Chris	Admin	96	Portland ME	9/19	
ME	St. Joseph College	1	Deab	O'Toole, Mary G.	Dean	278	Standish, ME	4/24	
ME	Maine Consumer Information and Technology Training	12, 10		O'Reilly, Dorothea	Admin	46	Augusta, ME	12/1	
ME	University of New England	2	DS	Smith, Joanne P.	Admin	11 Hills	Biddeford,	3/26	
ME	Southern Maine Technical College	1	DS	Rowe, Gail A.	Coord	Fort Road	South Portland,	3/25	
ME	University of Southern Maine	10	DS	Mitchell, Kate	Admin	96	Portland, ME	12/4	
ME	University of New England	1	CS	Bellante, Judy	Career	Hills	Biddeford, ME	6/12	
MI	Oakland University	2	DS	Tapson, Adriene B.	Coord	157 N.	Rochester, MI	4/14	
MI	University of Michigan-Dearborn	1	DS	Underwood, Dennis	Senior	1060 Mall;	Dearborn, MI	3/30	
MI	Hope College	1	CS	Thelen, Dinean	Assist	174 E.	Holland, MI	6/23	
MI	Lake Superior State University	1	DS	Witucki, Heidi	Direct	650 West	Sault Ste	5/22	

Written Request for College Students with Disabilities and Assistive Technology: A Desk Reference Guide

State	School/Agency	# Sent	Who	Last Name	Title	Address	City, State	Date	Disk
MI	Thomas M. Cooley Law School	1	CS	Fernkes, Nichole	Career	PO Box	Lansing, MI	6/2	
MI	Lake Superior State University	1	DS	Juntunen, Darcy	Coord	650 W.	Sault Ste.	5/22	
MI	Oakland University	1	DS	Roelse, Lois	Office	Office of	Rochester, MI	7/17	
MI	Northern Michigan University	1	DS	Walden, Lynn	Coord	1401	Marquette, MI	7/1	
MI	University of Michigan-Dearborn	1	CS	Storrs, Regina M.	Senior		Dearborn, MI	3/2	
MI	University of Michigan - Flint	1	CS	Griffin, Barbara	Secret	240	Flint, MI	6/11	
MI	Hope College	1	CS	Thelen, Dinean	Assist	PO Box	Holland, MI	7/25	
MI	Grand Valley State University	1		Pedraza, John	Coord	1 Campus	Allendale, MI	3/24	IBM
MI	Grand Valley State University	1	CS	Schuitema, Tricia	Career	206 STU	Allendale, MI	7/1	
MI	Central Michigan University	1	DS	Wojcik, Carol	Coord	250 Foust	Mount	7/21	
MN	Minnesota State Services for the Blind	50	VR	Schulte, DD		2200	St. Paul, MN	8/11	
MN	Minnesota Tech Act - STAR	76	Tech	Linroth, Ronna	Fundi	300	St. Paul, MN	7/24	
MN	Minnesota Transition Systems	1	Grt	Thompson, Sandra	Intera	656	St. Paul, MN	7/28	
MN	Concordia College	4	CS	Kubik, Barbara	Assist	901 8th	Moorhead, MN	5/29	
MN	Mn Disability Law Center	1	Legal	Bonney, Linda	Advoc	204 1st	Grand Rapids,	4/24	
MN	Lakes Country Service Cooperative	1	DS	Billehus, Dolores	Manag	1001 East	Fergus Falls,	11/2	
MN	Macalester College	2	CS	Godbout, Debra	Dept	1600	St. Paul, MN	9/2	
MN	Parent Advocacy Coalition for Educational Rights	1				Publicatio	Minneapolis,	9/29	
MN	University of Minnesota	1	DS	Cragun, Penny	Acces	138	Duluth, MN	5/27	
MN	Hamline University	1	Adv	Renne, Amy	Associ	1536	Saint Paul, MN	7/21	
MN	Gillette Children's Specialty Healthcare	1		Porter, Laurie	Coord	200 East	St. Paul, MN	9/17	
MN	University of Minnesota	1	DS	Kroeger, Sue	Direct	12	Minneapolis,	7/28	
MN	University of Minnesota	1	DS		Disabi	12	Minneapolis,	6/30	
MN	Anoka-Hennepin Technical College	1	DS	Sapinski, Ed	Specia	1355 West	Anoka, MN	7/17	
MN	Institute for Health and Disability	1		Latts, Elizabeth	Resou	Box 721	Minneapolis,	7/22;	
MN	Western Community Action - Head Start	1	PSch	Timmerman, Judy		400 W.	Marshall, MN	3/17	
MN	Ridgewater College - Hutchinson	1	DS	Hansen, Veronica	Disabi	2 Century	Hutchinson,	4/3	
MN	Westwood Elementary School; Dept of Special Education	1	DS	Wise, Mollie	AT	5800	St. Cloud, MN	3/25	
MO	Southeast Missouri State University	1	CS	Hestand, Jodi	Assist	One	Cape	6/9	
MO	Cottey College	1	CS	Wing, Shirley A.	Career	1000 W.	Nevada, MO	4/6	
MO	Longview Community College	1		Flick-Hruska,	Specia	500 SW	Lee's Summit,	9/19	
MO	St. Louis Community College	1	DS	Matthews, Suelaine	Manag	3400	St. Louis, MO	6/2;4	PC
MO	University of Missouri-Columbia	1	DS	Peplow, Mike	User	200	Columbia, MO	8/4	
MO	University of Missouri - Rolla	1	CS	Schlake, Denise	Assist	1870	Rolla, MO	7/17	
MO	University of Missouri-Columbia	3	DS	Wardin, R. Michael	Adapti	200	Columbia, MO	4/6	

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MO	Columbia Public Schools	1	CS	Boyer-Stephens,	The	4203	Columbia, MO	7/15	
MP	MP Office of Vocational Rehabilitation	1	VR	Hunt, Sarah	Direct	P. O. Box	Saipan, MP	5/26	
MS	RRTC	10	Grt	Moore, Elton	Direct	PO	Miss. State,	7/7	
MS	Sally Molpus	1	Par			1332	Jackson, MS	9/29	
MS	Mississippi State University	23		Roberts, Jodi	Gradu		Starkville, MS	2/17	
MS	Hinds Community College	2	DS	Kelly, Carol	Progra	Raymond	Raymond, MS	7/15	
MS	University of Southern Mississippi, ADVANCE	15		Yates, Camille M.	Projec	Box 5163	Hattiesburg,	10/2	
MS	Mississippi State University, Department of Technology and	15		Abraham, Patti S. &	Profes	Box 9730	Mississippi	10/1	
MT	Montana State University-Billings	1	DS	Yazak, Sharon	Coord	1500	Billings, MT	6/2	
MT	University of Montana	6	DS	Love, Sylvia	Progra		Missoula, MT	3/30	
MT	Montana State University Northern	1	DS	Hoines, Linda	Disabi	PO Box	Havre, MT	7/25	
MT	Montana State University - Billings	50	DS	Ellerd, David	Projec	1500	Billings, MT	6/25	
NC	Appalachian State University	1	Prof	Kurtering, Larry		Dept. of	Boone, NC	7/23	
NC	Pitt County Memorial Hospital, Inc.	1	DS	Schreiber, Tony	ADA	P. O. Box	Greenville, NC	5/22	
NC	North Carolina Baptist Hospitals, Inc.	1		Drayton, Debbie	Recrea	Medical	Winston-	10/1	
NC	North Carolina Department of Health and Human Services,	1	DS	Baker, Jim	Tranis	1915	Greensboro,	10/1	
NC	North Shelby School	1	PuSc	Aspel, Nellie P. Dr.	Princi	1205	Shelby, NC	3/30	
NC	St. Andrews Presbyterian College	1	DS	Silberberg, Emily	Direct	1700	Laurinburg,	3/30	
NC	Exceptional Children's Advocacy Council	1	DS	Titus, Debra R.	Transi	P.O. Box	Davidson, NC	9/22	
NC	Mount Olive College	1	CS	Greenwood, Linda	Direct	634	Mount Olive,	7/28	
NC	Wingate University	1		Stedje-Larsen, Linda	Coord	Campus	Wingate, NC	8/19	
NC	Guilford County Schools	1	VR	Baker, Jim	Transi	1915	Greensboro,	5/26	
NC	University of North Carolina - Chapel Hill	1	CS	Johnson, Gary	Unive	CB#	Chapel Hill,	8/4	
ND	North Dakota State University	5	DS	Kapaun, Wanda A,	Assisti	Ceres Hall	Fargo, ND	10/6	
ND	Interagency Project for Assistive Technology (IPAT)	1	VR	Duncan, Beth		P.O. Box	Cavalier, ND	1/12	
ND	North Dakota Department of Human Servicees	1	VR	Leary, James D.	Direct	600 South	Bismarck, ND	10/2	
NE	Vocational Assessment Services, Inc.	1		Tichauer, Gayle		4940	Omaha, NE	7/11	
NH	Keene State College	1	CS	Murphy, Candace	Career	229 Main	Keene, OH	6/2	
NH	University of New Hampshire	30	DS	Powelson, Kirsten	Suppo	10 Ferry	Concord, NH	4/14	
NH	Franklin Pierce College	1	CS	Burke, Thomas	Stude	PO Box	Rindge, NH	6/9	
NH	State of New Hampshire, Department of Education	2		Runion, Kimberly	Progra	101	Concord, NH	10/2	
NH	State of New Hampshire, Vocational Rehabilitation	10	VR	O'Hara, Linda		3 Twelth	Berlin, NH	10/2	
NH	State of New Hampshire, Vocational Rehabilitation	1	VR	Lapointe, Michelle	Vocati	25	Keene, NH	10/1	
NH	NH Community Technical College	1	DS	Weir, Cate	Coord	1066	Manchester,	8/8	
NJ	New Jersey Protection and Advocacy, Inc.	2	DS	Blue, Gloria A.	Admin	210 South	Trenton, NJ	10/2	

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NJ	NJ Institute of Technology	1	CS	Gilbert, Sharon	Assist	University	Newark, NJ	8/4	
NJ	New Jersey College Resource Center	1	L	Robinson, Althea	Techni	c/o NJ	Trenton, NJ	5/23	
NJ	Montclair State University	1		Smith, Linda	Coord		Upper	8/19	
NJ	Heightened Independence & Progress	1	DS	Goff, Eileen		131 Main	Hackensack,	11/3	
NJ	Ramapo College of New Jersey	2	CS	Quaglino, Eileen	Center	505	Mahwah, NJ	8/8	
NJ	Rutgers University	1	DS	Smith, Karen	Unive	Learning	New	7/22	Mac
NJ	State of New Jersey, Department of Labor	1	VR	Montagano, Tim	Progra	135 E.	Trenton, NJ	10/1	
NJ	Project Connections	1	Grt	Ikle, Joan	Direct	PO Box	Edison, NJ	8/5	
NJ	William Paterson College	1	L	Malanga, Kathy	Head	Sarah	Wayne, NJ	5/26	
NM	New Mexico State University	1	DS	Reynolds-Jackson,	Coord	NMSU	Las Cruces,	6/3	
NM	Santa Fe Community College	1	DS	Douglass, Jill	Specia	6401	Santa Fe, NM	4/14	
NM	Dona Ana Community College	1	DS	Sharp, Larry	Couns	Box	Las Cruces,	6/23	
NM	Division of Vocational Rehabilitation	1	VA	Gonzales, Sylvia A.	Admin	435 St.	Sante Fe, NM	11/4	
NM	State of New Mexico, Division of Vocational Rehabilitation	1	VR	Winnegar, Andy	Deput	435 St.	Santa Fe, NM	10/2	
NM	Division of Vocational Rehabilitation	1	VA	Moya, Patricia C.	Admin	300 San	Albuquerque,	11/4	
NM	State of New Mexico, Department of Education, Division of	1	VR	VanGese, Mildred		435 St.	Santa Fe, NM	10/2	
NS	Dalhousie University	2		Fraser, Gail	Head,	W.K.	Halifax, Nova	9/19	
NV	State of Nevada, Department of Employment, Training and	2	VR	Becker, Michael	Chief,	505 E.	Carson City,	10/2	
NV	University of Nevada - Reno	1	DS	Zabel, Mary	Coord	107	Reno, NV	7/1	
NV	State of Nevada, Department of Employment, Training and	1	VA	Lattin, Rick	Deput	505 E.	Carson City,	11/1	
NV	State of Nevada, Bureau of Vocational Rehabilitation	1	VR	Rodolph, Julie,	Rehab	1929	Carson City,	1/5	
NV	State of Nevada, Department of Employment, Training and	1	VA	Cripps, Carrol C.	Rehab	802 Ave.	East Ely, NV	11/2	
NV	State of Nevada	1	VR	Morgan, Diana	Rehab	1921 N.	Carson City,	1/20	
NV	State of Nevada, Department of Employment, Training and	1	VA	Schneckloth, Rick	Rehab	1325	Reno, NV	11/4	
NY	New York State Department of Social Services	1	VR	Flom, Sharon	Senior	40 North	Albany, NY	10/2	
NY	Empire State College	1	Prof	DuBois, David	Dr.	8 Prince	Rochester, NY	3/30	
NY	Nassau Technological Center	1	CS	Marcel, Denise		234 Glen	Carle Place,	10/2	
NY	Helen Keller National Center	1	DS	Robinson, Lynne J.	Admin	111	Sands Point,	10/1	
NY	Jefferson Community College	1	DS	Canizares, Anita	Direct	Coffeen	Watertown,	7/1	
NY	OCM BOCES Adult Education	1	CS	Irwin, Michael J.	Coord	4500	Liverpool, NY	10/1	
NY	LeMoyne College	1		Harris, Virginia A.	Acade		Syracuse, NY	4/2	
NY	New York University	2	DS	Spurgin, Andrew	Librar	35 West	New York, NY	10/1	
NY	Nazareth College	1	CS	Young, Wendy	Secret	4245 East	Rochester, NY	7/22	
NY	Mount Saint Mary College	1	C/U	Newkirk, Marta	Acade	330	Newburgh, NY	7/15	
NY	Genesee Community College	1	DS	Weinberg, Stuart	Direct	One	Batavia, NY	6/9	

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NY	Genesee Community College	1	DS	Weinberg, Stuart	Direct	One	Batavia, NY	6/9	
NY	University at Buffalo	1		Dittmar, Sharon S.,	Profes	1030	Buffalo, NY	12/1	
NY	Joseph Bulova School	1	VR	Geisler, Melanie	Assist	40-24	Woodside, NY	10/8	
NY	EASI: Equal Access to Software and	1	List	Coombs, Norman	Chair,	590	Rochester, NY	6/5	PC
NY	Nassau Community College	1	DS	Margolis, Victor	Center	One	Garden City,	6/2	
NY	University of the State of New York	1, 100	DS	Hasse, Ann Marie	Direct	Husted	Albany, NY	4/7	
NY	United States Department of	1	VR	LaGattuta, Anthony	Assist	75 Park	New York, NY	10/8	
NY	Barnard College	1	CS	Celwyn, Jane	Direct	3009	New York, NY	8/8	
NY	Niagara University	1	DS	Stoelting, Diane	Coord		Niagara	5/27	
NY	Suffolk Cooperative Library System	1	L	Dobek, Margarita	Talkin	627 North	Bellport, NY	6/24	
NY	Keuka College	1	DS	Puffer, Amy	Specia		Keuka Park,	4/6	
NY	University at Buffalo	3		Saran, Melinda R.		PO Box 9	Getzville, NY	4/6	
NY	St. John Fisher College	1	DS	Hogan, Christine	Disabi	3690 East	Rochester, NY	6/9	
NY	Cayuga Community College	1	DS	Stapleton, Helene	Learni	197	Auburn, NY	6/2	
NY	Mohawk Valley Community College	1	DS	Igoe, Lynn	Coord	1101	Utica, NY	8/5	
NY	Suffolk County Community College	1		Koodin, Judy	Dean	Eastern	Riverhead, NY	8/19	
NY	County of Suffolk	1	DS	Blower, Bruce G.	Direct	395 Oser	Hauppauge,	11/4	
NY	Cornell University	1	DS		Office	160 Day	Ithaca, NY	11/3	
NY	Rochester Regional Transistion	1		Zona, Theresa	Coord	Monroe #1	Fairport, NY	7/15	
NY	State University of New York at	1	VR	Burganowski, David	Projec	439	Buffalo, NY	10/1	
NY	KipOpp Consulting	1		Opperman, William		20 Stormy	Ithaca, NY	4/2	
NY	SUNY at Utica	1	DS	Brown-DePass,	Direct	P. O. Box	Utica, NY	5/26	
NY	Rochester Center for Independent	1	DS	Crouse, Kathleen	Admin	758 South	Rochester, NY	11/2	
NY	State University of New York	1	DS	Durant, Tamara J.	Coord	College at	Potsdam, NY	12/8	
NY	Colgate University	1	DS	Waldman, Lynn	Direct	13 Oak	Hamilton, NY	5/26	
NY	St. Lawrence University	1	CS	Paulsen, Kathy	Career		Canton, NY	6/23	
NY	Cayuga Community College	1	DS	Moeckel, Deborah	Direct	197	Auburn, NY	4/7	
NY	Hudson Valley Community College	1	DS	Jetter, Katherine	Learni	80	Troy, NY	6/2	
NY	Cornell University	1	DS	Fisher, Joan B.	Assist	234 Day	Ithaca, Y	10/2	
OH	Clark State Community College	1	DS	Chepp, Jean	Advis	PO Box	Springfield,	7/8	
OH	Mount Union College	1		Bienz, Rosemary	Direct	1972	Alliance, OH	4/2	
OH	Owens Community College	1	DS	Sanchez, Debra	Coord	P. O. Box	Toledo, OH	6/2	
OH	Cuyahoga Community College	5	DS	Baker, Susan	Adapti	11000	Parma, OH	8/12	
OH	Ashland University	1	CS	Walker, Charlene	Direct	401	Ashland, OH	6/11	
OH	College of Mount St. Jospeh	1	CS	Fletcher, Bill	Coord	5701 Delhi	Cincinnati, OH	6/3	

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State	School/Agency	# Sent	Who	Last Name	Title	Address	City, State	Date	Disk
OH	Oberlin College	1	CS	Bump, Teri	Career	Office of	Oberlin, OH	8/19	
OH	Ohio State University, Newark	1	DS	Thompson, Phyllis	Progra	1179	Newark, OH	5/26	
OH	Columbus State Community College	1	DS	Cocchi, Wayne	Direct	550 East	Columbus, OH	4/6	
OK	Oklahoma City Community College	1	DS	Jones, Michele	Disabi	7777	Oklahoma City,	7/22	
OK	Oklahoma Department of Vocational and Technical	76		Riley, Camilla L.	Stude	1500 West	Stillwater, OK	10/2	
OK	East Central University	1	DS	McAdams, Melanie	Disabi	Student	Ada, OK	6/9	
OK	Oklahoma City Community College	1	DS	Long, Chimene	Educat	7777	Oklahoma City,	7/22	
OK	University of Oklahoma	1		Dyer, Suzette	Assist	900 Asp	Norman, OK	3/30	
OK	Oklahoma City Community College	2	DS	Leafdale, Keith	Advis	7777	Oklahoma City,	7/22	
OK	Oklahoma Baptist University	1	DS	Brittain, Debi	Secret	500 W.	Shawnee, OK	8/4	
OK	Cherie C. Pope, B.S.N. Medical Case Management	1		Pope, Cherie		P.O. Bx	Norman, OK	9/22	
OK	State of Oklahoma, Department of Rehabilitation Services	1	VR	Parker, Linda	Direct	3535	Oklahoma City,	10/2	
OK	Rose State College	1	DS	Jansen, Linda	Couns	6420 S.E.	Midwest City,	5/22	
OR	Linn-Benton Community College	1	DS	Grigsby, Paula	Coord	6500	ALbany, OR	6/3	
OR	Oregon Commission for the Blind	1	DS	O'Gieblyn, Kathleen		541	Eugene, OR	1/5	
OR	DB-Link Central Office	1	DS	Martin-Richardson,		345 N,	Monmouth, OR	10/1	
OR	University of Oregon	1		Rater, Marjorie	Transi	1235	Eugene, OR	4/6	
OR	Spokes Unlimited	1		Gibson, Clidia	Resou	111 N. 7th	Klamath Falls,	11/4	
OR	Oregon Commission for the Blind	2	VA	Schroeder, James	Rehab	535 SE	Portland, OR	11/1	
OR	University of Oregon	1	DS	Keel, JoAnn	Projec	1235	Eugene, OR	7/16	
OR	Oregon Commission for the Blind	1	VR	Tiachteahery, Larry	Vocati	541	Eugene, OR	12/1	
OR	Oregon State University	2	Lib	Eklund, Sara		121 The	Corvallis, OR	4/6	
OR	Western Oregon State University	1	CS	Loving, Mollie	Office	Career	Monmouth, OR	7/28	
OR	Southwestern Oregon Comm College	1	C/U	Blount, Joanna	Associ	1988	Coos Bay, OR	7/15	
OR	Western Oregon University	1	VA	Keller, Linda, Ph.D.	Coord	345 North	Monmouth OR	11/4	
OR	Oregon Institute of Technology	1	DS	Hancock, John	Direct	3201	Klamath Falls,	11/4	
OR	Western Oregon University	1	CS	Harper, Katherine	Direct		Monmouth, OR	10/3	
OR	Oregon Department of Education, School for the Deaf	1	DS	Fertig, Beth		999	Salem, OR	10/2	
OR	Oregon Technology Access Program	1		Lopez, Shar	Equip	1871 NE	Roseburg, OR	8/19	
OR	Handicap Awareness & Support League, Inc.	1			Indepe	1252	Grants Pass,	11/4	
OR	IAM Cares	1	DS	Cox-Carothers,	Area	3354 S.E.	Portland, OR	11/1	
OR	Oregon Institute of Technology	1	CS	Estes, Dale	Recrui	3201	Klamath Falls,	6/2	
OR	Oregon Department of Human Resources	1	VA	Latta, Tim	Assisti	500	Salem, OR	12/8	
OR	Portland State University	1		Livnel, Hanoch	Schoo	P.O. Box	Portland, OR	11/2	
PA	Three Rivers Center for Independent Living	1	DS	Williams, Cindy	Infor	7100 Penn	Pittsburgh, PA	9/29	

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PA	Ursinus College	1	CS	Mollins Rinde, Carla	Direct	PO Box	Collegeville,	7/29	
PA	Allegheny College	1	DS	Sheridan, Nancy	Direct	520 N.	Meadville, PA	3/30	
PA	National Board of Medical Examiners	1	M	Keiser, Shelby	Text	3750	Philadelphia,	5/26	
PA	Gannon University	1		Freeman, Ricquelle		One	Erie, PA	9/22	
PA	Office of Vocational Rehabilitation	1	VR	Laick, Bob	Rehab	201 West	Washington,	9/17	
PA	Pennsylvania College of Technology	3	DS	Baker, Barbara M.	Acco	One	Willamsport,	4/7	
PA	Westmoreland County Community College	1	DS	Beres, Mary Ellen	Stude	400	Youngwood,	3/30	
PA	Comm College of Alleghney Couny	4	DS	Doyle, Mary Beth	Direct	808 Ridge	Pittsburgh, PA	8/7	
PA	University of Pittsburgh	1		Palambo, Wilma		216	Pittsburgh, PA	4/2	
PA	Bucknell University	1	CS	Lawer, Sharon	Secret	Botany	Pewisburg, PA	6/2	
PA	Edinboro University of Pennsylvania	1	DS	McConnell, Robert	Assist	Shafer	Edinboro, PA	5/22	
PA	Bucks County Comm College	1	DS	Stevens-Cooper,	Coord	Swamp	Newtown, PA	6/9	
PA	Point Park College	1		Beltran, Vincenne	Direct	201 Wood	Pittsburgh, PA	8/22	
PA	Inglis House	1		Fischer, Michelle R.	Social	2600	Philadelphia,	9/22	
PA	Carnegie Library of Pittsburgh	1	L	Schultz Sgourakis,	Staff	Leonard	Pittsburgh, PA	5/22	
PA	Pennsylvania State Univesity - Harrisburg	1	DS	Howard, Donna J.	Coord	777 W.	Middletown,	3/30	
PA	Tech Link Program of Pittsburgh	1	DS	Bernard, John		P.O. Box	Pittsburgh, PA	12/1	
PA	Intermediate Unit I	10	DS	Nairn, Marilyn	Consu	One IU	Coal Center PA	3/26	
PA	Geneva College	1	DS	Smith, Nancy I.	Coord	3200	Beaver Falls,	3/30	
PA	Muhlenberg College	1	CS	Ambrose, Julie	Associ	2400	Allentown, PA	6/9	
PA	National Board of Medical Examiners	1	M	Golden, Gerald	M.D.	3750	Philadelphia,	6/9	
PA	United Cerebral Palsy of Pittsburgh	1	DS	Porro, Judith	Coord	4638	Pittsburgh, PA	10/6	
PA	Pennsylvania State University	2	DS	Resides, Diane	Interi	105	University	7/28	PC
PA	West Chester University	1	L	Wilson, Carol	ADA	F.H.G.	West Chester,	5/22	
PA	Center for Applied Neuropsychology	1	DS	Aitken, Sandra		First and	Pittsburgh, PA	7/17	
PR	Government of Puerto Rico; Office of the Ombudsman for	1	DS	Romero, Maria	Deput	P.O. Box	San Juan, PR	11/1	
RI	TechACCESS of Rholde Island	2	DS	Beaupre, Linda A.	Infor	110	Warwick, RI	10/2	
RI	East Bay Educational Collaborative	15	DS	Labitt, Lisa	AT	PO Box	Portsmouth, RI	1/20	
RI	University Affiliated Program of Rhode Island	20	DS	Dalton, Elizabeth M.	Infor	600 Mount	Providence, RI	8/14	
RI	Rhode Island Transition, Independence, Employment	1	DS	DiPippo, Beth	Admin	600 Mt.	Providence, RI	2/18	
RI	Rhode Island College	1	DS	Weiss, Sara W.	Peer	Office of	Providence, RI	3/16	
RI	Brown University	2	DS	Caren, Leslie J.		Box P, 26	Providence, RI	4/6	
RI	University Affiliated Program of Rhode Island	2	DS	Tuttle, Erika	Institu	600 Mount	Providence, RI	7/15	
SC	University of South Carolina - Aiken	1	CS	Feraldi, Corey	Interi	171	Aiken, SC	5/26	
SC	University of South Carolina	1	CS	Orange, Anne	Career	Sixth	Columbia, SC	5/2	

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SC	College of Charleston	2	DS	Lindstrom, Bobbie	Coord	66 George	Charleston, SC	7/11	
SC	Johnson & Wales University		DS	Crowell, Dale	Specia	701 East	Charleston, SC	11/1	1
SC	York Technical College	3		Nicholson, Brenda	Servic	452 South	Rock Hill, SC	3/31	
SD	South Dakota State University	1	CS	Amiotte, Kathy	Secret	MEC/Box	Brookings, SD	6/16	
SD	State of South Dakota, Department of Human Services,	1	VR	Grenz, Theresa	Sr.	East Hwy	Pierre, SD	10/2	
Taiwan	China Assistive Technology and Vocational Rehabilitation	1	VR	Chou, Michael Arr-	Presid	No. 123,	Taipei, Taiwan	3/26	
TN	Tennessee State University	1		Kelly, LeAnn	LD	3500 John	Nashville, TN	8/12	
TN	Rhodes College	1	DS	Harlow, Peggy	Coord	2000	Memphis, TN	5/22	
TN	East Tennessee State University	1	DS	Bimrose, Heidi	Direct	PO Box	Johnson City,	7/24	
TN	Southern Adventist University	1	DS	Norton, Ken	Direct	PO Box	Collegdale, TN	7/8	
TX	St. Mary's University	1		Johnson, Karen D.	Dean	One	San Antonio,	4/14	
TX	San Antonio College	1	DS	Rubin, Rebecca	Couns	AC 124,	San Antonio,	7/18	
TX	Baylor University	1	Adv	Page, Lisa	Acade	PO Box	Waco, TX	5/18	
TX	Southwestern University	1		Barnhart, Betsy	Associ	P.O. Box	Georgetown,	11/2	
TX	Texas Commission for the Blind	1	VA	Huffman, Betty	VR	P.O. Box	Austin, TX	11/2	
TX	Texas Education Service Center	3	VA	Norris, Deborah,		3001	Fort Worth,	11/1	
TX	Southwest Texas State University	1	Adm	Swindal, Rebecca	Admis	429 North	San Marcos,	6/30	
TX	University of North Texas	1	CS	Lewis, Ray	Direct	P. O. Box	Denton, TX	7/1	
TX	Texas Woman's University	1	CS	Yale, Jean	Direct	P. O. Box	Denton, TX	5/26	
TX	University of Texas at Tyler	1	DS	MacDonald, Ida	Coord	3900	Tyler, TX	5/26	
TX	Education Service Center, Region V	1	PuEd	Fluth, John	Educat	2295	Beaumont, TX	7/30	
TX	St. Edward's University	1	CS	Smith, Bunny	Career	3001 S.	Austin, TX	6/16	
TX	Brookhave College	1	DS	Groeneman, Janice	Direct	3939	Farmers	6/9	
TX	South Plains College	1	DS	Seymour, Maggie,	Coord	1302 Main	Lubbock, TX	3/31	
TX	Texas Rehabilitation Commission	1	VR	Levy, Roger	Progra	4900	Austin, TX	10/2	
TX	Stephen F. Austin State University	1	CS	Johnson, Rebekah	Career	PO Box	Nacogdoches,	7/21	
TX	South Plains College	1	DS	Golden, Tamara	Coord	1401	Levelland, TX	4/7	
TX	University of Houston	1	CS	Howard, Carolyn J.	Couns		Houston, TX	10/6	
TX	Texas Commission for the Blind	1	VA	Cyr, Alissa	Vocati	1555 W.	Dallas, TX	11/1	
UK	University of Southampton	1	Hum	Wilkerson, Ann	Coord	S017B	Southampton,	4/24	
UT	Utah State University, Department of Special Education	50	DS	Price, Beth	Projec	2865	Logan, UT	10/2	
UT	Westminister College	3	DS	Larson, Sally	Servic	1840	Salt Lake City,	6/9	
UT	Utah State Office of Rehabilitation	111	VR	Peterson, Blaine	Execut	250 E.	Salt Lake City,	1/15	
VA	Radford University	1	C/U	Covey, Becky	EO/Tr	P. O. Box	Radford, VA	7/3	
VA	University of Virginia	2	CS	Davis, Mary Grace	Assist	Garrett	Charlottesville,	7/17	

State	School/Agency	# Sent	Who	Last Name	Title	Address	City, State	Date	Disk
VA	Southside Virginia Community Center	1		Washburn, Robbie	Office	109	Alberta, VA	10/1	1
VA	Longwood College	1	DS	Lissner, Scott	Direct	201 High	Farmville, VA	5/22	
VA	National Association of State Directors of Special Education,	2	DS	Morris, Sidney H.		King	Alexandria, VA	4/6	
VA	George Mason University	3	DS	Axe, Cathy	Coord	Disability	Fairfax, VA	7/28	
VA	Commonwealth of Virginia; Department of Rehabilitative	1	VR	Trossi, Katherine H.	Direct	Woodrow	Fisherville, VA	4/14	
VA	Commonwealth of Virginia	1	VR	Martin, Donna T.	Rehab	P.O. Box	Martinsville,	10/8	
VA	Mary Washington College	1	CS	Beceles, Mary	Assist	1301	Frederickson,	6/16	
VA	Fairfax County Public Schools	1	CS	Angle, Henry	Coord	10310	Fairfax, VA	7/22	
VA	Virginia Department of Rehabilitative Services	2	VR	Mitzler, Katherine	Emplo	2250	Lynchburg, VA	7/28	
VA	Virginia Tech University	1	DS	Warner, Jane M.	Coord	107	Blacksburg,	4/13	
VA	Commonwealth of Virginia	30	VR	Borenstein-Rounds,	Projec	8004	Richmond, VA	1/27	
VA	Virginia Tech University	21,300	DS	Todd, Mary		213 Lane	Blacksburg,	6/6,3	
VA	Old Dominion University	1	CS	Lewis Morton,	Office	1 Old	Norfolk, VA	6/2	
VA	Virginia Western Community College	1	DS	Henderson, Michael	Direct	3095	Roanoke, VA	3/30	
VA	Virginia Assistive Technology System	1	Grt	Pulley, Kelly	Projec	Woodrow	Fishersville,	7/3	
VA	Woodrow Wilson Rehabilitiation Center	1	DS	DeMoss, Sherry	Transi		Fisherville, VA	9/9	
VA	Emory and Henry College	1	CS	Kilgore, Karen	Associ	PO Box	Emory, VA	7/21	
VA	New River Community College	103		Holliman, Phyllis		P.O. Box	Dublin, VA	3/24	
VA	Patrick Henry Community College	1	SS	Guebert, Scott D	Direct	P.O. Box	Martinsville,	10/2	
VA	United Cerebral Palsy of Southeastern Virginia, Inc.	1	DS	Prendergast,	Progra	5690	Virginia Beach,	9/19	
VA	Virginia Department of Rehabilitative Services	6	VR	Onish, Alison	Rehab	5904 Old	Alexandria, VA	7/18	
VA	Virginia Department of Rehabilitive Services	9	VR	deFur, Sharon	Specia	PO Box	Richmond, VA	7/28	
VA	Shenandoah University	1	DS	Teates, Deborah	Acade	1460	Winchester,	5/22	
VA	James Madison University	1	DS	Hedrick, Lou	Coord		Harrisonburg,	10/6	
VA	Thomas Nelson Community College	1		Kellen, Tom	Couns	P.O. Box	Hampton, VA	3/30	
VA	Spotsylvania County Schools	1		Neely, Angie		6717	Spotsylvania,	10/7	
VA	Virginia Commonwealth University	15	CS	Briel, Lori	Emplo	1314 West	Richmond, VA	4/14	
VA	Prince William County Public Schools	1	PSch	Flora, Sharon	Specia	PO Box	Manassas, VA	7/18	
VI	Virgin Islands Advocacy Incorporated	1		Charles, Jane	Secret	7A Whim	Frederiksted,	10/2	
VT	Landmark College	3	Admi	Sopper, Frank	Direc	RR1, Box	Putney, VT	4/24	
VT	Middlebury College	1	DS	Christensen,		ADA	Middlebury,	6/9	
VT	University of Vermont	1	CS	Hasain, Susan	Unive	Waterman	Burlington, VT	7/21	
VT	Vermont Vocational Rehabilitation	1	VR	Young, Lisa		84	Middlebury,	8/8	
VT	Vanderbilt University, Department of Special Education	1		Hughes, Carolyn	Associ		Nashville, TN	10/1	
VT	Norwich University	2,1	VR	Gills, Paula	Direct		Northfield, VT	9/22,	

State	School/Agency	# Sent	Who	Last Name	Title	Address	City, State	Date	Disk
WA	Coalition of Responsible Disabled	1	DS	Schappels, Linda	MSW-	North 908	Spokane, WA	12/8	
WA	Washington State University	1	DS	Mitchell, Marshall	Direct	P.O. Box	Pullman, WA	9/2	
WA	Spokane Falls Community College	3,1	DS	Webinger, Ben	Direct	3410 West	Spokane, WA	7/30;	
WA	Columbia Basin College	3	DS	Buchmiller, Peggy	Coord	2600	Pasco, WA	3/25	
WA	DO-IT, University of Washington	50	Grt	Stageberg, Darin	Couns	4545 15th	Seattle, WA	7/24	
WA	Skagit Valley College	1		Pearson, Candie	Coord	1200 East	Oak Harbor,	9/27	
WA	Central Washington University	3	CS	Wyatt, Noella K.	Secrea	400 E. 8th	Ellensburg,	10/1	
WA	S.L. Start & Associates Inc.	1		McIntosh, Mary M.	Traini	25 West	Spokane, WA	11/4	
WA	IAM Cares	15		Metcalf, Suzanne D.	Office	9125 15th	Seattle, WA	8/26	
WA	The Casey Family Program	2		Davis, Helen H.	Admin	1300	Seattle, WA	3/25	
WA	Seattle-King County Private Industry Council	1		Fey, Dan		Market	Seattle, WA	9/19	
WA	University of Washington School of Medicine	1	VA	Robinson, Laura	Progra	BB 919	Seattle, WA	11/1	
WA	Puget Sound	2		Honeycutt, Sandy	WA	400 SW	Burien, WA	8/12	
WA	Spokane Community College	3	CS	Gaskievicz, Alicia	Coord	1810 N	Spokane, WA	7/18	
WA	Gonzaga University	1	DS	Smythe-Rodino,	Coord	MSC	Spokane, WA	9/4	
WA	South Seattle Community College	1	DS	Tillman, Roxanne	Direct	6000 -	Seattle, WA	6/2	
WA	Seattle Central Community College	1	DS	Souma, Al	Couns	1701	Seattle, WA	7/8	
WA	Washington Research Institute	1		Gallien, Mary		150	Seattle, WA	7/21	
WA	Helen Keller National Center	1		Walt, Dorothy,	Regio	2366	Seattle, WA	10/1	
WI	University of Wisconsin - Madison	6	DS	Duffy, Trey	Direct	905	Madison, WI	7/22	
WI	Kravit, Gass & Weber Attorney's	1		Lyons, Debra L.	Parale	825 North	Milwaukee, WI	9/29	
WI	Center on Education and Work	1		Ettinger, Judy	Schoo	964	Madison, WI	7/18	
WI	University of Wisconsin-Madison	3	Prof	Szymanski, Edna	Profes	432 N.	Madison, WI	3/24	
WI	University of Wisconsin-Madison	4	DS	Howe, Michael	Disabi	905	Madison, WI	3/25	
WI	Family Assistance Center for Education, Trainings and	1		Endress, Sue	Traini	6900	Greendale, WI	10/1	
WI	Gateway Technical College	1	DS	Millette, Gerry	Specia	3520 -	Kenosha, WI	5/22	
WI	University of Wisconsin -Madison	7	DS	Carlson, Marcia	Faciliti	610	Madison, WI	5/22	
WI	University of Wisconsin-EAU Claire	1	CS	Ritland-Clouse,	DVR		EAU Claire,	8/26	
WI	University of Wisconsin - Madison	1	DS	Fletcher, Melissa	Peer	905	Madison, WI	7/22	
WV	Marshall University	4	Prof	Baker, Karen	Assist	400 Hal	Huntington,	7/1	
WV	Job Accommodation Network	1		Gribble, Suzanne	Secret	918	Morgantown,	9/22	
WV	RESA III	1	ABE	Andreson, Linda	Coord	501 22nd	Dunbar, WV	4/24	
WY	WY Division of Voc Rehabilitation	30	Tech	McKinney, Kirk	Progra	1105	Cheyenne, WY	6/12	
WY	University of Wyoming	1	DS	Primus, Chris	Direct	P. O. Box	Laramie, WY	6/2	

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aculty Knowledge of Disability Laws in Higher Education: A Survey

nne R. Thompson
Leslie Bethea
ennifer Turner

Four hundred faculty members at a southeastern research and teaching university reponded to a survey designed to measure their knowledge of disability laws and recent urt decisions that affect higher education. Faculty respondents represented all 12 colges and schools within the university. Less than 18% indicated that they were familiar with Section 504 of the Rehabilitation Act, while only 50% said they were familiar with the Americans With Disabilities Act. Results of the survey indicated that the majority of the culty were only marginally aware of their rights and the legal rights of students with isabilities to reasonable accommodations and modifications of institutional policies.

e increasing number of students with disabilities enrolled nationwide higher education, concurrent with the increased number of grievances filed with the Office of Civil Rights (OCR), has created a need for faculty areness of disability laws and recent legal decisions. The American uncil on Education reported that 800,000 students with disabilities were enrolled in higher education in the 1992–1993 academic year (Facts in Brief, 1995). Section 504 of the Rehabilitation Act (1973) requires stsecondary institutions to make accommodations and modifications policy to ensure these students' right to an equal educational opportunity (Brinckerhoff, Shaw, & McGuire, 1992; Frank & Wade, 1993). Hower, the laws that mandate these special arrangements are not always derstood by faculty and administrators in higher education (Jaschik, 1993). In addition, since the passage of the Americans With Disabilities Act (ADA, 1990), students with disabilities are making more demands

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on faculty to provide accommodations that afford an equal opportunity (Jaschik, 1993; Kincaid & Simon, 1994).

Frequently, faculty members are uncertain about the requirements that Section 504 places on them in the provision of accommodations (Wilson, 1992). The law requires faculty to provide classroom accommodations and make modifications to policies that do not fundamentally alter the nature of the course (Brinckerhoff, 1985; Kincaid, 1995; McGuire & O'Donnell, 1989). Disability laws and recent court cases rule that programs be accessible to students with disabilities, and accommodations need to be disability specific (West et al., 1993). Universities must ensure the availability of auxiliary aids, permit waiver of nonessential requirements, provide extended time for assignments and testing, and develop a policy for accommodating the academic needs of students with disabilities (Brinckerhoff et al., 1992). Faculty must be aware of the key legal requirements in providing reasonable accommodations for students with disabilities and be able to make responsible decisions on a case-by-case basis (Frank & Wade, 1993; Jarrow, 1991a). The OCR also has viewed its decisions on a case-by-case basis in determining what constitutes a reasonable accommodation (Jarrow, 1991a). This approach has made it difficult to generalize the OCR rulings to other postsecondary settings.

In addition, recent court cases have clarified the rights of students with disabilities under Section 504 to seek litigation to resolve their grievances when they think they have experienced discrimination in their pursuit of a higher education (Kincaid & Simon, 1994; Zirkel, 1995). A student may not only file with the OCR, but may also file litigation against the institution to contest the school's failure to provide documented reasonable accommodations (Jaschik, 1993; Latham, 1995; Wilson, 1992). Therefore, faculty and administrators need to be informed about recent legal decisions as well as the language of the law.

Faculty also need to be aware of the students' responsibilities under the law before the university has an obligation to provide accommodations. First, the student must meet the academic and nonacademic requirements of the institution. Second, students with disabilities must self-identify and provide documentation of their disability. This documentation should be as recent as within the last 3 years. Finally, students must request the specific academic accommodations they need and do so in a timely manner (Frank & Wade, 1993; Jarrow, 1991b). Therefore, faculty need a better understanding of their rights and the rights of the students they teach according to Section 504 of the Rehabilitation Act and the ADA (Aksamit, Morris, & Leuenberger, 1987; Matthews, Anderson, & Skolnick, 1987).

A review of the literature revealed several studies about faculty attitudes, willingness, or comfort level with providing accommodations for students with disabilities. Fonosch and Schwab (1981) surveyed the atti-

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tudes of faculty members toward students with disabilities. Matthews et al. (1987) conducted a study of faculty willingness to make accommodations to students with documented learning disabilities. Schoen, Uysal, & McDonald (1987) used an attitudinal survey instrument to investigate faculty attitudes toward the treatment of college students with disabilities. In 1987, a review of the literature (Jarrow, 1987) stated that most of the faculty research had dealt with attitudes. Fichten, Amsel, Bourdon, & Creti (1988) surveyed professors for their level of comfort with students with disabilities in their classrooms. Nelson, Dodd, and Smith (1990) used a 23-item questionnaire to determine faculty willingness to provide accommodations to students with learning disabilities. That same year, Fichten, Goodrick, Tagalakis, Amsel, & Libman (1990) used a structured interview to determine faculty behaviors and feelings toward students with disabilities. Houck, Asselin, Troutman, and Arrington (1992) also used an interview instrument to measure faculty willingness to provide course related accommodations for students with learning disabilities. Satcher (1992) examined faculty attitudes at community colleges toward providing accommodations to students with disabilities. Finally, McCarthy and Campbell (1993) investigated faculty willingness to make accommodations for their students with disabilities. In each of these studies, faculty reported generally positive attitudes toward accommodating students with disabilities.

However, a review of the literature found little information on faculty knowledge of specific legal decisions and the contents of the laws that affect postsecondary education. Askamit et al. (1987) conducted a study of attitudes and knowledge of faculty and staff toward serving students with learning disabilities, and included an 11-item knowledge subscale that measured familiarity with legislation along with services and accommodations. Results of the study indicated that faculty were lacking in knowledge, but held positive attitudes about students with disabilities. The authors stressed the need for staff development activities to increase faculty knowledge about disability issues. Leyser (1989) conducted the only other survey found in the review of the literature to determine faculty familiarity with federal legislation. The 30-item questionnaire used in this study included a knowledge subscale that contained a limited number of items to measure familiarity with federal and state laws. The survey items also measured faculty background information, attitudes, integration practices, experiences with persons with disabilities, and participation in staff development activities. No other studies to measure faculty knowledge of accommodations were found in the review of the literature.

A number of studies have pointed out the need for faculty training in understanding disability laws and knowing what accommodations are necessary, as well as when an accommodation may be refused. Faculty members desire more information about serving students with disabil ties, as was determined in the results of studies by Houck et al. (1992) and Leyser (1989). Matthews et al. (1987) recommended that informatio regarding accommodations for students with disabilities be continuall updated. McCarthy and Campbell (1993) found in their study that fa ulty desired a knowledgeable person to contact about providing accommodations and brief fact sheets on specific disabilities. Nelson et al. (199 concluded that faculty and administrators must be trained to provi students with disability specific accommodations, and Satcher (1992) recommended faculty development programs to meet the needs of st dents with learning disabilities. Finally, West et al. (1993) stated that fa ulty members were unaware of the needs and rights of students wit disabilities and that colleges and universities should initiate educational programs to inform professors about accommodations students are e titled to receive.

In summary, the review of the literature indicated that (a) more students with disabilities are enrolled in higher education than ever before, (court cases dealing with compliance issues are increasing, and (c) su veys investigating faculty attitudes and willingness to provide accommodations have been conducted. However, no surveys of faculty knowledge of specific accommodations and modifications of policy ma dated by law were found in the literature review. The surveys of faculty attitudes about providing accommodations indicated that faculty need information and training to keep abreast of current court decisions a to understand the language of the laws. To meet the goal of training fa ulty to know the accommodations that are legally required, an assessment of faculty present knowledge was mandated.

The purpose of this exploratory study was to determine faculty me bers' knowledge of disability laws that affect postsecondary institutions and of recent legal decisions that further define the specific mandates of the law. The survey also served as a component of a training program raise faculty and staff interest and incentive to learn about disability law This was accomplished by distributing the newsletters with the referenced answers. The information gained from the survey was used in the prep ration of a desk reference guide for faculty and staff in higher educatio

METHOD

Participants

This study was conducted at a southeastern university, with an approx mate enrollment of 15,000 students. All faculty and administrators in th 12 colleges and schools within the university and all ranks, a total of 845, were mailed a survey designed to measure their specific knowledge o disability laws and recent legal decisions. Faculty and administrators had received no previous training on disability laws, and the survey served as the first step in a training program. Surveying all faculty rather than a random sample or one-on-one interviews, was chosen as the best method to not only determine a base line for faculty knowledge but also to reach all faculty with the intention of increasing their awareness of disability laws. Student affairs staff were not included in this study but were surveyed in a separate study using an instrument designed to measure knowledge of laws that affect services in the student affairs division of higher education.

Instrumentation

The review of the literature found no instrument to measure faculty knowledge about specific accommodations for students with disabilities that are mandated by law, and, therefore, accommodations that faculty members are not required to provide. Therefore, we developed the questionnaire used in this study, basing it on extensive research in disability laws that affect postsecondary education and recent legal decisions that further clarify the laws. The content of the items was derived from Section 504, Subpart E of the Rehabilitation Act (1973); the ADA (1990); and recent court cases. Grievances at postsecondary institutions across the nation that were filed with the OCR, and the resulting court decisions were believed to contain information relevant to faculty knowledge.

Items 1 and 2 are based on the nondiscrimination mandate and the definition of disability as stated in the Rehabilitation Act (1973). Item 3 provided the definition of a qualified person with a disability as stated in the Federal Register, Title 34 (as cited in Frank & Wade, 1993). Item 4 and Item 6 define the student's responsibilities to ask for accommodation and provide documentation. Both of these items were based on OCR rulings (as cited in Jarrow, 1991b). Items 5 (tape recorders), 8 (accessibility), 11 (alternate assignments), and 22 (provision of note takers), all pertain to reasonable accommodations that are named in the Rehabilitation Act (1973). Item 7 (the university is required to assume the responsibility for securing an accommodation), was stated in Kincaid and Simon (1994). Item 9 (faculty are required to provide extended time as an accommodation) was clarified in an OCR ruling (as cited in Jarrow, 1992). Items 10 (the modification of evaluation methods), 16 (oral test), 18 (separate proctored setting), and 25 (readers, scribes, adaptive equipment), all relate to accommodations for testing as noted in Section 504 of the Rehabilitation Act (1973). Items 12 (exceptions to providing accommodations) and 13 (accommodations specifically recommended in the documentation) are both based on recent legal decisions (as cited in Kincaid, 1995). Items 19 (personal liability) and 20 (academic freedom) are based on recent legal decisions (as cited in Jarrow, 1991b, 1992). Items 14, 15, and 23 refer t the accommodations in the preferred medium for students with visua impairments and are based on case law (as cited in Kincaid, 1994). Iter 17 deals with confidentiality (as cited in Jarrow, 1991b), Item 24 refers t course waivers (as cited in Kincaid & Simon, 1994), and Item 21 addresse the fact that faculty do not have to restructure their course presentatio (as cited in Kincaid, 1995, May).

The items were written as statements, and faculty were asked to re spond by checking either yes or no to indicate whether the statemen was based on the law. The instrument was reviewed by select facult knowledgeable in the field. In this study, the instrument yielded Cronbach coefficient alpha of 0.96 for internal consistency.

Demographic Factors

The demographic factors included (a) rank, (b) primary responsibility (c) years of experience in higher education, (d) the college or school o the faculty member, (e) the number of students with disabilities taugh or advised in the last 4 years, and (f) the types of disabilities of student taught. Participants were also asked to respond to their familiarity witl the following legislation and litigation: (a) *Brown v. Board of Educatio* (1954), (b) Section 504 of the Rehabilitation Act of 1973, (c) the Individu als with Disabilities Education Act of 1990 (IDEA), and (d) the Ameri cans With Disabilities Act of 1990. Because one of the purposes of thi study was to gain information to be used in faculty training, participant were asked to check the resources that they would most likely use t further their understanding of legislative acts and court cases that affec postsecondary education and students with disabilities. The choices fo training included (a) a faculty resource guide, (b) newsletters, (c) a vid eotape, or (d) workshops.

Procedure

Faculty members and administrators were sent a cover letter, the survey instrument, and a self-addressed return campus mailer through the cam pus mail system. The cover letter stated the purpose of the study, an asked faculty to complete the survey and return it in the enclosed cam pus mailer. Faculty were asked to give their accurate responses as th information gained from the study would be used in developing a desl reference guide. The cover letter informed faculty that after the analyse of the data were conducted they would receive, by campus mail, the re sults of the study and a referenced summary of the law or court case tha delineates the correct response to each of the 25 items on the survey. Th participants were assured that the surveys would be anonymous and n

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attempt would be made to identify individual faculty members. To ensure anonymity and encourage accurate and honest responses, no identifying marks were made on the surveys and no second attempts were made to collect unreturned surveys.

Participants returned 400 of the 845 surveys (47%) by the due date. Approximately 45 of these surveys were returned with some unmarked items, or the participants had written "don't know" beside items. These data were combined and listed in a third category of missing data/don't know. Descriptive analyses were performed on the data and reported using frequencies and percentages for each of the survey items, and the demographic variables.

RESULTS

The majority of the participants in this study held the rank of professor (33%), followed by associate professor (24%), assistant professor (22%), instructor (9%), department chair (4%), and administrator and other (2%). Dean, research scientist, vice president, and professional each had 1%. The participants listed their major area of responsibility as teaching and research (48%), teaching (27%), administration (12%), research (8%), and other (5%). The majority of the participants had more than 15 years experience in higher education (188), followed by 131 that had 6–15 years of experience, and 71 had 1–5 years. Only 10 participants had less than one year of experience in higher education.

Faculty from the College of Arts and Sciences constituted 29% of the total of the colleges and schools of the participants. Table 1 summarizes the colleges and schools of the faculty participants.

A total of 221 faculty members and administrators indicated that they had taught between 1 and 5 students with disabilities, 77 said they had not taught any students with disabilities, 63 had taught between 6 and 10, 11 had taught between 11 and 15 students, and 25 said they had taught more than 16, and 3 surveys had missing data. More faculty participants had taught students with mobility impairments (207) than any other type of disability. The number and percentages of the types of disabilities of the students whom faculty had taught are listed in Table 2.

The faculty members and administrators were asked to indicate their level of knowledge about laws that affect postsecondary education. About half of the faculty reported familiarity with *Brown v. Board of Education* (50.3%), followed very closely by the ADA (50%). Only 28% of the faculty indicated that they were familiar with the IDEA and less than 18% were familiar with Section 504 of the Rehabilitation Act.

In addition, faculty were asked to indicate their preferences for receiving training materials for teaching college students with disabilities. The results indicated that 53% preferred a resource guide, 30% preferred news-

TABLE 1

College or School of Faculty

College or School	Number of Faculty	Percentage
Agriculture and Home Economics	77	19.0
Architecture	9	2.0
Arts and Sciences	116	29.0
Accountancy	4	1.0
Business and Industry	21	5.0
Education	50	13.0
Engineering	60	15.0
Forest Resources	15	4.0
Veterinary Medicine	30	7.0
Graduate School	1	0.3
Continuing Education	1	0.3
Library	8	2.0
Missing	8	2.0
TOTAL	400	100.0

letters, 6% a videotape, 3% workshops, 2% using the Internet, and 6% gave no preference.

The frequencies and percentages of the 25 survey items are presented in Table 3. The correct responses to the survey items are presented in boxes. The total number of responses in all cases was 400.

TABLE 2

Types of Disabilities of the Students Faculty Taught

Type of Disability	Number of Faculty	Percentage of Faculty
Mobility impairment	207	28.0
Learning disability	192	26.0
Vision impairment	122	16.0
Hearing impairment/Deaf	87	12.0
Communication disorder	62	8.0
Psychiatric/Emotional disability	63	8.0
Epilepsy	5	0.7
Diabetes mellitus	2	0.3
Traumatic brain injury	2	0.3
Amputation	1	0.1
Attention deficit disorder	1	0.1
Cancer	1	0.1
Cerebral palsy	1	0.1
Neurological	1	0.1
Renal-Kidneydisease	1	0.1
TOTAL	748	100.0

TABLE 3

Faculty and Staff Survey of Knowledge of Disability Law

Statement	Yes	No	Don't Know
1. Section 504 of the 1973 Rehabilitation Act prohibits descrimination on the basis of disability in any program or activity offered by an institution of higher education that receives federal financial assitance.	330 82%	27 7%	43 11%
2. A person is considered to be a person with a disability if he/she has the disability, has a record of the disability, or is regarded as having the disability.	277 69%	79 20%	44 11%
3. A qualified person with a disability meets the academic and technical standards required for admissions or participation in a particular program or activity.	288 72%	68 17%	44 11%
4. Faculty and staff in higher education are required to provide a student with a disability accommodation even if the student does not request it.	187 47%	174 43%	39 10%
5. Section 504 specifically mentions tape recording lectures as a means of assuring full participation in the classroom for students with disabilities.	171 43%	167 42%	62 15%
6. A student with a disability may ask for and expect accommodation in a classroom even though the student has not provided documentation that the disability exists.	138 34%	222 56%	40 10%
7. Students are required to assume the reponsibility for securing a necessary accommodation.	106 26%	252 63%	42 11%
8. A classroom's location should be changed to provide accessibility for a student with a mobility disability.	315 79%	49 12%	36 9%
9. An instructor who decides that a student with a documented learning disability does not need extended time on a test may choose not to give this accommodation.	78 20%	289 72%	33 8%
10. The form of an exam must be altered if the testing procedure puts a student with a disability at a disadvantage based on the student's documented disability.	294 73%	70 18%	36 9%
11. A student with a speech disorder must be given an alternate assignment to presenting an oral report.	274 69%	82 20%	44 11%
12. Student requests for accommodation must be provided even when the accommodation would result in a fundamental alteration of the program.	112 28%	239 60%	49 12%
13. The university may refuse to grant a student's request for an accommodation which is not specifically recommended in the student's documentation.	268 67%	82 21%	50 12%
14. If a student with a visual disability is enrolled in a class, the instructor must provide all handouts in the alternate format requested by the student.	168 43%	183 46%	49 12%
15. The instructor must make course material on reserve in the library available in alternate formats for students with visual disabilities enrolled in the course.	170 43%	177 44%	53 13%
16. If a student with a disability has difficulty writing, the instructor is responsible for providing the student with an oral test.	238 60%	119 3.%	43 11%
17. Faculty members have the right to access diagnostic information regarding a student's disability.	167 42%	185 46%	48 12%

table continues

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TABLE 3 (continued)

Faculty and Staff Survey of Knowledge of Disability Law

Statement (continued)	Yes	No	Don't Know
18. If a student's documentation specifically recommends a quiet testing area with no distractions, the instructor must allow the student to take an exam in a room different from the classroom with a proctor.	307 77%	49 12%	44 11%
19. An individual faculty member who fails to provide an accommodation to a student with a documented disability may be held personally responsible.	228 57%	121 30%	15 13%
20. The instructor's academic freedom permits the instructor to decide if he/she will provide special aids and services for students with disabilities in the classroom.	37 9%	320 80%	43 11%
21. Faculty must restructure the presentation of their courses and their course requirements if a student with a disability requests it.	75 19%	272 68%	53 13%
22. Asking to copy the notes of other class students is a reasonable accommodation for a student with a learning disability who finds note taking distracting from his/her ability to listen to the class lecture.	278 70%	78 19%	44 11%
23. The instructor must meet with a student with a visual impairment before class to make sure the student has resources to complete the course requirements.	147 37%	196 49%	57 14%
24. Nothing within the ADA or Section 504 requires a college to waive essential course requirements; however, a refusal to grant a waiver must be justified.	308 77%	36 9%	56 14%
25. Accommodations for testing such as readers, scribes, or the use of adaptive equipment must be provided for a student with a documented disability.	311 78%	46 11%	43 11%

Note. ADA = Americans With Disabilities Act (1990).

DISCUSSION

The purpose of this study was to examine faculty knowledge of disability laws that affect institutions of higher education. The majority of the participants held the rank of professor and had more than 15 years of experience in higher education. Arts and Sciences faculty members were the largest group of participants in the study, and this college is also the largest on campus. Agriculture and Home Economics faculty members were the second largest participants, but this college ranks fourth in size at the university. Engineering and Education ranked third and fourth in participants, and these two colleges are also in the top four largest at the university.

Less than 18% of faculty members said that they were familiar with Section 504 of the Rehabilitation Act, and only half of the faculty members said that they were familiar with the ADA. The large number of participants who were unfamiliar with the ADA was unexpected, given the volume of attention this law has received from the media.

The faculty indicated that they had taught more students with mobility impairments (28%) than any other type of disability. This result may be due to the fact that the campus has been accessible since the early 1980s, and this disability is more recognizable to faculty members. Students with learning disabilities represent the largest population of students with disabilities on campus, and faculty indicated that this was the next largest group they had taught (26%).

In 17 of the 25 survey items, 30% or more of the faculty members responded incorrectly or did not know what the laws mandate. In only two of the survey items did 80% or more of the participants know what the law requires. The first of these two items dealt with the nondiscrimination statement found in Section 504, and the second referred to academic freedom. Although 80% of the participants understood that academic freedom did not supersede the rights of the student, only 57% knew that they could be held personally liable for failure to provide documented reasonable accommodations to students with disabilities.

Faculty knew less about academic adjustments for students with visual disabilities than any other category of statements on the survey. Over half of the faculty were unaware that materials must be provided in alternate format if a student with a visual impairment requests it. This result is surprising because students with visual disabilities have participated in higher education for many years, and faculty reported this disability as one of the top three they had taught.

Items that addressed the responsibilities of the student, the faculty member, and the university were only nominally understood by the participants. Nearly 60% of the faculty believed they had to provide an accommodation even if the student had not requested it. This result may confirm other research that found faculty had positive attitudes and were willing to accommodate students with disabilities. Although 56% of the faculty knew that the disability had to be documented before any accommodation was provided, only 46% understood that they did not have the right to access the student's diagnostic information.

Participants were more aware of extended time and a note taker as accommodations than of the use of a tape recorder in the classroom. Only 43% of the faculty knew that tape recorders were included in Section 504 of the Rehabilitation Act. This result is unexpected because the tape recorder is one of the most frequently used classroom accommodations.

Items on the survey that addressed course waivers and modifications of policy were somewhat equally understood by the participants. Approximately two thirds of the faculty knew what the law requires in course waivers and alternate assignments, but only 60% knew that requests that would result in a fundamental alteration of the program do not have to be provided.

Approximately three fourths of the participants knew the accommodations required for testing, but only 59% were aware of the testing accommodations for students who had difficulty in writing.

Results of the survey indicated that a resource guide was the faculty's first preference to provide further training in understanding disability laws, and newsletters were the second faculty choice. This result confirms other studies that reported faculty that desire more information about accommodations for college students with disabilities.

CONCLUSION AND IMPLICATIONS

The results of this study provided new information on faculty knowledge of disability laws, and the implications of recent court cases. The review of the literature found no other surveys that included specific items about disability laws and the provision of reasonable accommodations. In fact, no instrument was available to measure faculty knowledge of the legal implications of the law. The development of a faculty knowledge survey tool is indicated and further investigations may use this instrument or an adapted, modified version.

Although OCR investigations are increasing nationally, the ADA does not mandate that universities and colleges train faculty in knowledge of disability laws. The findings of this study indicate that a large percentage of the faculty respondents did not know the requirements of the law. This fact could place the university at a greater risk of encountering a noncompliance issue or lawsuit.

The survey contributed to furthering faculty knowledge at this institution as it raised the faculty's interest to learn more about their responsibilities and the students' responsibilities in providing equal access. Faculty incentive was increased to read the newsletters that followed the survey and reported the results with the referenced answers to the 25 items. The faculty preferred a resource guide, and this could be in notebook form so that current pages may be added. The second training preference, newsletters, would be conducive to keeping faculty apprised of the latest legal decisions.

It seems imperative that training programs for faculty be implemented nationally and that these programs be in a format that can be continually updated with ongoing court decisions. To reduce the number of grievances filed with the OCR, training programs that are designed to reach the largest number of faculty need to be implemented. The method of surveying faculty first, then educating them using the newsletters has the potential to reach a large percentage of faculty who could not find the time to attend training workshops because of scheduling conflicts.

The results of this study may imply that students, as well as faculty, need training in reasonable accommodations. Less than half the faculty respondents knew that handouts and materials on reserve in the library needed to be in alternate format for students with blindness or visual impairments. It may be that students who need this accommodation have not made their requests to faculty because they have other resources for acquiring materials in alternate format, or they may be unaware that this is a reasonable accommodation.

Interpretations of the results of this study may be limited by the fact that faculty at only one university were surveyed, rather than a random sample from universities in varied locations. Because the surveys were sent through campus mail, the respondents may have discussed the items with colleagues before returning the surveys. Also, some respondents may have guessed when they were forced to make a "yes" or "no" choice, wheras other respondents chose to write in "don't know." Nevertheless, on the basis of the results of this study, it seems that further research in faculty knowledge of disability laws is needed as a first step to increase awareness and serve as the foundation for training programs.

In summary, this was an exploratory study in an area that had not been previously researched. Further studies are called for to determine the status of faculty knowledge on disability laws and to develop an instrument that may be used nationally. It is hoped that as more studies are conducted, faculty will have a better understanding of Section 504, the ADA, and the implications of recent significant legal decisions. Informed faculty members would be better equipped to provide reasonable accommodations for college students with disabilities while maintaining the quality of a higher education. This in turn may lead to fewer grievances filed with the OCR and fewer institutions of higher education found to be in noncompliance.

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Work Life for Employees With Disabilities: Recommendations for Promotion

James E. Bordieri
David E. Drehmer
Darrell W. Taylor

The promotion potential and perceived value of employees with disabilities was experimentally explored. Supervisors and midlevel managers ($n = 168$) made promotion recommendations for employees of an hypothetical manufacturing company. The candidates for promotion were presented as having 1 of 8 different types of disability or health problem. Results demonstrate that the candidates with either depression or obesity are evaluated more negatively than their equally qualified nondisabled peer. Perceived personal blame for the disability/health problem correlated negatively with promotion recommendations.

Since the introduction of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990, equal employment opportunity has been mandated for workers with disabilities. Yet unemployment and underemployment for these individuals remain consistently high (Parent & Everson, 1986). Research that has attempted to explore the extent and nature of discriminatory hiring attitudes and practices involving job applicants with disabilities has been largely contradictory, incomplete, and inconclusive. For example, some investigators (Rose & Brief, 1979; Shaw, 1972) suggested that employers view applicants with and without disabilities equivalently. In contrast, other researchers (Johnson & Heal, 1976; Stone & Sawatzki, 1980) reported that an antagonistic bias exists against job seekers with disabilities.

Empirical attention has been directed primarily at examining hiring recommendations for job applicants with different types of disabilities. For example, employer reactions have been examined toward hiring

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NTA NATIONAL TRANSITION ALLIANCE FOR YOUTH WITH DISABILITIES

August 19, 1996

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Anne R. Thompson, Ph.D., CRC
Director, Project PAACS
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Dear Anne,

Routine is a word I often use when writing summaries of project visits. I can't use this word in this short summary of my site visit with Project PAACS. What you have accomplished during the first year of funding is unprecedented. Not only have you accomplished your project objectives for developing training materials and resources on accommodations and legal requirements in providing equal access for students with disabilities and conducting inservice for faculty and personnel in support services, career services, vocational rehabilitation and local business and industry, you are now moving forward with new objectives related to increasing awareness and utility of assistive technology services.

I was most impressed with your formative evaluation activities. You have established excellent networks of communication within the Mississippi State University system, throughout the disability community in the state, and with local businesses. As you know, these networks are extremely important in helping you determine actual and real needs and to understand what is to be done. In addition, your survey of college students with disabilities appears to be practical and easy to complete. It also appears to be relevant to your information needs. You are to be applauded in these regards.

As we discussed, it might be worthwhile for you and Leslie to review your project objectives for next year and rewrite them so they reflect more as objectives rather than as activity statements. This will help you when you get ready to write your annual performance report to OSERS.

Also, your concern about getting more feedback from consumers on the use of your training materials is important. It is not surprising to

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me that you are having a large number of requests for your desk reference guide for faculty and staff. As we discussed, there are a variety of ways to collect information on how useful the guide is and how users modify or customize it. The point is you need feedback on how it is used and its impact. This type of information will be invaluable to you for improving the materials and for targeting (disseminating) materials to different groups or locales.

I appreciate the time you, Leslie Bethea, and Bud Rizer gave me. We covered a lot of ground, both in discussing your project and evaluation concerns and in touring the campus and new Comprehensive Assistive Technology Center. Thank you, and please extend my thanks to Leslie and Bud. I learned a lot during my visit and will be referring you to others who need advice and assistance on career readiness and training for faculty and staff at post secondary institutions.

Sincerely,

Tom

Thomas E. Grayson, Ph.D.
Associate Director
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Memo to: All institutions requesting the surveys, newsletters and reference guide.

Enclosed you will find camera-ready surveys, newsletters and a Guide. You have permission to make multiple copies with the only stipulation that the credit page be included on all copies.

The training program is comprised of the following steps:
1. Survey all faculty, staff, and students with disabilities at your institution.
2. Allow 2-3 weeks for surveys to be returned.
3. Mail the newsletters with the referenced answers to survey items.
4. Customize the Desk Reference Guide for your institution and provide copies to faculty and staff.

The *Desk Reference Guide* can be customized by completing the enclosed Customizing Form and returning to our office. The camera ready copy you receive would have the name of your institution on the cover and your return address on the back page. Pages 24, 25, and procedures for testing (page 6) that pertain to MSU would be deleted. You would have permission to add pages for your school to replace the deleted pages. You will be required to keep the credit page on all copies.

We would appreciate hearing from you about ways we can assist you in keeping faculty and staff aware of issues related to disability laws and their impact on higher education. Please return the enclosed evaluation form.

Sincerely,

Anne R. Thompson
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Leslie Bethea
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Written Request for Survey/Educate Training Program

State	School	Name	Box/Street	City, State Zip
AL	Jacksonville State University	Daniel Miller	700 Pelham Road N.	Jacksonville, AL 362
AL	University of Alabama	Joan M. Comas, Center for Teaching	P. O. Box 870304	Tuscaloosa, AL 3548
AR	University of Arkansas	Pat Brown, Project APT	346 N. West Avenue	Fayettville, AR 72701
AR	University of Arkansas at Little Rock	Ed Williams	2801 South University	Little Rock, AR 7220
AR	Harding University	Dr. Linda R. Thompson, Director	Box 2235	Searcy, AR 72149-0
AR	Henderson State University	Kay McVey, Faculty Dev. Specialist	1100 Henderson Street	Arkadelphia, AR 719
AUS	Murdoch University	Karen Brown, Equity Officer	Social Sciences Room 1.1,	Murdoch, Western A
AZ	Northern Arizona University	Karen Wise, Learning Disabilities	P. O. Box 6045	Flagstaff, AZ 86011-
AZ	Mohave Community College	Jodie Wong, Disability Services	1971 Jagerson Avenue	Kingman, AZ 86401
AZ	Scottsdale Community College	Dee Duggan	9000 East Chaparral Road	Scottsdale, AZ 85250
AZ	Arizona State University West	Denise Labrecque, Program	P. O. Box 37100	Phoenix, AZ 85069-
AZ	Mesa Community College	Jack Clevenger, Program Advisor	1833 W. Southern	Mesa, AZ 85202
AZ	Gate Way Community College	Esther Schon, Coordinator	108 N. 40th Street	Phoenix, AZ 85034
AZ	University of Arizona	Carol Funckes, Program Coordinator	1540 E. Second Street, Building	Tucson, AZ 85719
AZ	Pima County Community College District	J. O. Toro, EEO/Affirmative Action	4905 East Broadway Boulevard	Tucson, AZ 85709-1
AZ	Glendale Community College	Nancy Oreshack, Coordinator	6000 W. Olive Avenue	Glendale, AZ 85302
CA	Stanford University	Joan Bisagno, Director, Disability	123 Meyer Library	Stanford, CA 94305
CA	Mount St. Mary's College	Miyo Minato, MN, RN Director, ADN	10 Chester Place	Los Angeles, CA 90
CA	University of California, Davis	Carma Messerli, Coordinator	One Shields Ave	Davis CA 95616-871
CA	Santa Clara University	Conchita Franco Serri, Office of	500 El Camino Real	Santa Clara, CA 9505
CA	San Francisco State University	Dr. Kimberly Bartlett	1600 Holloway Avenue	San Francisco, CA 9
CA	CA State University San Bernardino	Nicholas Erikson	5500 University Parkway	San Bernardino, CA
CA	California School of Professional Psy.	Phoda Olkin, Associate Professor	3000 Citrus Circle #120	Walnut Creek, CA 94
CA	Cal. Polytechnical State University	Sandy Furtney	Bldg 65, Room 202	San Luis Obispo, CA
CA	California State - Hayward	Beth Darrow	Library Complex 2177, 25800	Hayward, CA 94542-
CA	Biola University	Lynee Branham, Learning Assistance	13800 Biola Ave.	LaMirada, CA 9063
CA	Azusa Pacific University	Rose Liegler, RN PhD	901 East Alosta Avenue	Azusa, CA 91702-7
CA	California State University, Fullerton	Debra J. Fletcher	P. O. Box 34080	Fullerton, CA 92634-
CA	California State University	Nicholas A. Erickson, Project Director	5500 University Parkway	San Bernardino, CA
CA	University of California, Santa Barbara	Diane Glen, Director	Disabled Students Program	Santa Barbara, CA 9
CA	University of San Diego	Ken Chep, Director of Disability	Serra 300, 5998 Alcala Park	San Diego, CA 9211
CA	University of California, Santa Cruz	Barbara J. Duron	1156 High Street	Santa Cruz, CA 9506
CA	Humboldt State University			Arcata, CA 95521
CA	Gavilan College	Sherrean Carr, Coordinator	5055 Santa Teresa Blvd.	Gilroy, CA 95020

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State	School	Name	Box/Street	City, State Zip
CA	University of California, Riverside	Rebecca Aguiar, Assistant to the		Riverside, CA 925
CA	California State University, Chico	Janet Saunders, Director of	Zip 022	Chico, CA
CA	California State University, Fresno	Patricia Blore, Interim Coordinator	Henry Madden Library, 1049	Fresno, CA 93740
CAN	University of British Columbia	Ruth J. Clark, Library Assistant	1874 East Mall	Vancouver, B.C. C
Can	Nipissing University	Bonnie Houston	Box 5002, North Bay	Ontario P1B 8L7
Can	Trent University	Eunice Lund-Lucas, Coordinator,	1600 West Bank Drive	Peterborough, On
CO	University of Colorado at Boulder	Terri Bodhaine, LD Coordinator	331 Williard Administrative	Boulder, CO 8030
CO	Pueblo Community College	William Conner	900 West Orman Ave.	Pueblo, CO 81004
CO	University of Colorado	Lou Roque, Office of Diversity	Campus Box AO49 4200 E 9th	Denver, CO 80262
CO	Aims Community College	Kathy Laurin, Special Projects	PO Box 69	Greeley, CO 80632
CO	Regis University	Joseph Giacalone, Director	3333 Regis Boulevard	Denver, CO 80221
CO	University of Colorado at Colorad Springs	JoAnne Hill	P. O. Box7150	Colorado Springs,
CO	Mesa State College	Sandra Wymore, Coordinator	P. O. Box 2647	Grand Junction, C
CO	University of Denver	Maria Armstrong, Director	Driscoll University Center South	Denver, CO 80208
CO	Arapahoe Community College	Sue Klebold	2500 W. College Drive	Littleton, CO 8016
CO	Western State College of Colorado	Jan Edwards, Coordinator Disability	Union 102	Gunnison, CO 81
CO	Auraria Higher Education Center	Carol D. Barr, M. A., C.R.C.	P. O. Box 173361	Denver, CO 80217-
CO	Colorado State University	Faye A. Dorwart, Coordinator	100 General Services Bldg.	Fort Collins, CO 8
CO	Front Range Community College	Jo Anna Bennett, Director	3645 W. 112th Avenue	Westminister, CO
CT	Western Connecticut State University	Joanne T. Wells, Director, Counseling	181 White Street	Danbury, CT 0681
CT	Southern Connecticut State University	Suzanne Tucker	501 Crescent Street	New Haven, CT 0
CT	Eastern Connecticut State University	Patricia Terry, Affirmative Action	Shafer Hall, Rm 9, 83 Windham	Willimantic, CT 0
CT	University of Connecticut	Sharon Cardinal, UAP Secretary	249 Glenbrook Road, U-64	Storrs, CT 06269-
CT	University of New Haven	Linda Copney-Okeke, Disability	300 Orange Avenue	West Haven, CT 0
CT	University of Connecticut	Patricia Anderson, Coordinator	Box U-64, 249 Glenbrook Road	Storrs, CT 06269-2
DC	American University	Shelley Reeves, Director Disability	4400 Massachusetts Ave. NW	Washington, DC 2
DE	University of Delaware	Athea E. McDowell	124 Hullihen Hall	Newark, DE 1971
FL	Barry Univeristy	Dr. Eileen McDonough, Director	11300 Northeast Second	Miami Shores, FL
FL	Seminole Community College	Deborah Kamm-Megar	100 Weldon Blvd.	Sanford, FL 32773
FL	Barry University	Jules Lovell-Ferreira	11300 Northeast Second	Miami Shores, FL
FL	University of South Florida	Debra A. King, Office of the General	4202 East Fowler Avenue,	Tampa, FL 33620-
FL	University of West Florida	Barbara Fitzpatrick	11000 University Parkway	Pensacola, FL 325
FL	University of Tampa	Bud Ruday	401 W. Kennedy Blvd, Box C	Tampa, FL 33606-
FL	Univ. of Miami School of Law	Marni Beh Lennon	P. O. Box 248087	Coral Gables, FL 3
FL	Saint Petersburg Junior College	Barbara Thompson, Learning	Tarpon Springs Campus 600	Palm Harbor, FL 3

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State	School	Name	Box/Street	City, State Zip
FL	Miami Dade Community College	Mara Cooper Smith	111380 NW 27 Avenue	Miami, FL 33167
FL	Florida A&M	Dr. Sharon Wooten, LD Specialist	Learning Development and	Tallahassee, FL
FL	Santa Fe Community College	Claudia Munnis, Counselor	3000 N.W. 83rd St. Bldg, S-	Gainesville, FL 326
FL	Palm Beach Community College	Sandra, Scritchfield, Learning	4200 Congress Ave.	Lake Worth, FL 334
FL	Palm Beach Community College	Sandra Scritchfield, LD Specialist,	4200 Congress Avenue	Lake Worth, FL 334
GA		Pamela T. LaVangie, Educational	453 Lisa Circle	Winder, GA 30680
GA	Valdosta State University	Maggie Roberts, College of Education	Advising Center	Valdosta, GA 31698
GA	Brunswick College	Mark Haines, ADA Service Provider	3700 Altama Avenue	Brunswick, GA 315
GA	University of Georgia	Kathy L. Moss, Learning Disabilities	331 Milledge Hall	Athens, GA 30602-
GA	Georgia State University	Dr. Carole L. Pearson, Director	University Plaza	Atlanta, GA 30303
GA	Georgia Southern University	Dr. Synnove Heggoy, Director,	Landrum Box 8019	Statesboro, GA 3046
HI	University of Hawaii at West Oahu	c/o Lynne Douglas, Leeward	96-045 Ala Ike	Pearl City, HI 96782
HI	University of Hawaii, Hilo	Norine Hisashima, Clerk	200 W. Kawili Street, SSB-211	Hilo, HI 96720-409
HI	Kapi'olani Community College	May Joan Haverly	4303 Diamond Head Road	Honolulu, Hawaii 96
HI	Maui Community College	Winifred Chung, Counselor	310 Kaahumanu Avenue	Kahului, HI 96732
HI	Leeward Community College	Lynne Douglas,	96-045 Ala Ike	Pearl City, HI 9678
HI	University of Hawaii at Manoa	Patricia Nishimoto	2600 Campus Rd, SSC 212	Honolulu, HI 96822-
IA	University of Iowa	Mary M. Richard, Coordinator	133 Burge Hall	Iowa City, IA 52242-
IA	Des Moines Area Community College	Carol Grimm	2006 South Ankeny Blvd	Ankeny, IA 50021
IA	Dordt College	Lavonne Boer	498 Fourth Avenue, NE	Sioux Center, IA 512
IA	St. Ambrose University	Brian Morin	518 West Locust	Davenport, IA 52803
IA	Drake University	Roxanne Sciorrotta, Disability	8 Morehouse 2507 University	Des Moines, IA 503
ID	Boise State University	Blaine T. Eckles, Dean of Student	1910 University Drive A-114	Boise, ID 83725
ID	Ricks College	Richard Taylor, Director	ADMIN 250	Rexburg, ID 83460
IL	Elmhurst College	Maureen Connolly	190 Prospect Ave.	Elmhurst, IL 60126-
IL	Black Hawk College	Cathy Langdon, Student	6600 34th Avenue	Moline, IL 61265
IL	Western Illinois University	Joan Green, Coordinator for Disability	1 University Circle	Macomb, IL 61455-1
IL	John A. Logan College	Julie K. O'Brien		Carterville, IL 62918
IL	Moraine Valley Community College	Mary E. Schaler, Director	10900 South 88th Avenue	Palos Hills, IL 6046
IL	Northern Illinois University	Nancy J. Kasinski, DIrector	408 Health Services	DeKalb, IL 60115
IL	William Rainey Harper College	Tom Thompson, Center for Students	1200 West Algonquin Road	Palatine, IL 60067-7
IL	Chicago State University	Sandra K. Saunders, Disabled Student	9501 S. King Drive - SUB 192	Chicago, IL 60628-1
IL	Aurora University	Maureen Connolly, Learning Center,	347 South Gladstone Avenue	Aurora, IL 60506-48
IL	Saint Xavier University	Kimberly Fath, Student Success	3700 West 103rd Street	Chicago, IL 60655
IL	School of the Art Institute of Chicagp	Susan Whitlow, Coordinator, Services	Learning Center, 112 Michigan	Chicago, IL 60603-6

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State	School	Name	Box/Street	City, State Zip
IL	Illinois Department of Human Services,		623 East Adams	Springfield, IL 627
IL	College of Lake County	Bill Freitag, Coordinator of Special	19351 West Washington Street	Grayslake, IL 6003
IN	Purdue University	Mary Ann Ferkis	1092 Stewart Center	West Lafayette, IN 4
IN	Butler University	Mary Paugh, Coordinator	4600 Sunset Avenue	Indianapolis, IN 462
IN	Indiana University East School of Nursing	Dr. Joanne W. Rains, Dean of	2325 Chester Boulevard	Richmond, IN 473
IN	Ball State University	Richard Harris	Student Center 307	Muncie, IN 47306
IN	Vincennes University	Donna Clinkenbeard, Coordinator,	VH-62 1002 N. 1st Street	Vincennes, IN 4759
KS	Wichita State University	Grady L. Landrum, Director		Wichita, KS 67260-
KS	Quinton Heights Elementary	Lia Kyner	2331 Topeka Avenue	Topeka, KS 66611
KS	Kansas State University	Gretchen Holden	201 Holton Hall	Manhattan, KS 665
KS	Hutchinson Community College	Duane Graber	1300 N. Plum	Hutchinson, KS 67
KS	Kansas City Kansas Community College	Valerie Webb, Supervisor	P. O. Box 12951	Kansas City, KS 66
KS	Johnson County Community College	Holly K. Dressler, Disability Support	12345 College Blvd.	Overland Park, KS
KS	University of Kansas Medical Center	Phyllis Budin	3901 Rainbow	Kansas City, KS 66
KS	Kansas City Kansas Community College	Valerie Webb, Supervisor	P.O. Box 12951	Kansas City, KS 66
KY	University of Kentucky	Jacob Karnes, Jr., Director	2 Alumni Gym	Lexington, KY 405
KY	University of Lousiville	Terry Wright, Program Assistant II,	120 Robbins Hall	Louisville, KY 4029
KY	Southeast Community College - Unv of KY	Linda Spoelman, Assistant Professor	700 College Road	Cumberland, KY 40
LA	Southeastern Louisiana University	Deborrah A. Herbert, Ph.D.	SLU 496	Hammond, LA 704
LA	Louisiana State University	Traci Byrant, Services for Students	122 Johnston Hall	Baton Rouge, LA 7
LA	Lousiana State University Medical Center	Margo M. Abadie, Assistant Professor	1900 Gravier Street	New Orleans, LA 7
MA	Hampshire College	Karyl Lynch, Associate Dean	Cole Science Center, Room 112	Amherst, MA 01002
MA	University of Massachusetts at Boston	Devera Ehrenberg	100 Morrissey Boulevard	Boston, MA 02125-
MA	Williams College	Amy Pettengill-Fahnestock, Assistant	P.O. Box 518	Williamstown, MA
MA	Northeastern University	Rita Heywood, Clinical Assistant	16 Charles Street #2	Wakefield, MA 018
MA	Springfield Technical Community College	Kris Kozuch, Project Coordinator	P. O. Box 9000	Springfield, MA 011
MA	Massachusetts Bay Community College	Jennifer Hicks, Director	50 Oakland Street	Wellesley Hills, MA
MA	Springfield Technical Community College	Kent Goodchild	P. O. Box 9000	Springfield, MA 011
MA	University of Massachusetts, Amherst	Dr. Len Huber, Assistant Director	123 Berkshire House, Box	Amherst, MA 01003
MA	Cape Cod Community College	Joyce Chason, Center for Dis.	2240 Iyanough Road	West Barnstable, M
MA	Suffolk University	Mary Hurwitz, Assistant Director	Beacon Hill 41 Temple Street	Boston, MA 02114-
MA	Gordon College	Ann Seavey	255 Grapevine Road	Wenham, MA 0198
MA	Dean College	Daniel Berkowitz, Coordinator,	99 Main Street	Franklin, MA 0203
MA	Gordon College	Ana C. Seavey, Director, Academic	255 Grapevine Road	Wenham, MA 0198
MA	Wellesley College	Dr. Barbara Boger, Director	106 Central Street	Wellesley, MA 0218

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State	School	Name	Box/Street	City, State Zip
MA	Northeastern University	Michele Forlizzi	20 Dodge Hall	Boston, MA 02115
MA	Boston University	Rita Heywood, LD Specialist	19 Deerfield Street	Boston, MA 02215
MA	Worcester Polytechnic Institute	JoAnn Van Dyke, Coordinator	100 Institute Road	Worcester, MA 016
MD	Hood College	Lynn Schlossberg	401 Rosemont Avenue	Frederick, MD 217
MD	Essex Community College	Beth Hunsinger	7201 Rossville Blvd.	Baltimore County,
MD	Western Maryland College	Dr. Henry B. Reiff	2 College Hill	Westminster, MD 2
MD	Chesapeake College	Linda M. Dennis, Secretary	P.O. Box 8	Wye Mills, MD 21
MD	University of Maryland University College	Noelle Atwell, Technical Director	University Boulevard at Adelphi	College Park, MD
MD	University of Baltimore	Patrick Chachulski	1420 N. Charles Street	Baltimore, MD 212
MD	Howard Community College	Linda Reed, Administrative Assistant,	10901 Little Patuxent Parkway	Columbia, MD 210
MD	Dundalk Community College	Laura Remchuk, Coordinator, DSS	7200 Sollers Point Road	Baltimore, MD 212
MD	Montgomery College	Janet Merrick, Director	51 Mannakee Street	Rockville, MD 208
ME	University of Southern Maine	Larry Glantz	96 Falmouth Street	Portland, ME 0410
ME	University of Southern Maine	Kate Mitchell	P. O. Box 9300	Portland, ME 0410
MI	Calvin College	Student Academic Services	3201 Burton Street SE	Grand Rapids, MI 4
MI	Henry Ford Community College	Gerald Olszewski	5101 Evergreen	Dearborn, MI 4812
MI	Michigan Technological University	Rosella Juntunen	1400 Townsend Drive	Houghton, MI 4993
MI	Michigan State University	Kimberly Lauffer	120 Bessey Hall	East Lansing, MI 4
MI	University of Michigan - Dearborn	Dennis Underwood, Staff Counselor	4901 Evergreen	Dearborn, MI 4812
MI	University of Michigan - Flint	Kendra Johnson, Accessibility	Room 264 University Center	Flint, MI 48502-21
MI	Grand Valley State University	John Pendraza, Project ACCESS	240 Student Service Building	Allendale, MI 4940
MI	Oakland University	Lois A. Roelse, Office of Disability	157 North Foundation Hall	Rochester, MI 4830
MN	South Central Technical College	Lowell Raschke, ADA Coordinator	PO Box 1920	N. Mankato, MN 5
MN	St. Paul Technical College	Carolyn Sorenson, Disability	235 Marshall Avenue	St. Paul, MN 5510
MN	Dakota County Technical College	John Heinrichs, Supplemental	1300 145th St. E. (County Road	Rosemount, MN 55
MN	Alexandria Technical College	Mary Ackerman, Support Services	1601 Jefferson Street	Alexandria, MN 56
MN	Century College	Julie Bauch, Access Center	3300 Century Avenue North	White Bear Lake, M
MN	North Hennepin Community College	Valorie Moritz, Director	7411 85th Avenue North	Brooklyn Park, MN
MN	Minnesota State Colleges and Universities	Lloyd A. Petri, Program Manager	550 Cedra Street, Capitol	St. Paul, MN 55101
MO	Rockhurst College	Kim M. Crist, OTS	1100 Rockhurst Road	Kansas City, MO 6
MO	University of Missouri-Rolla	Emily Noonan, Secretary for the	1870 Miner Circle	Rolla, MO 65409-
MO	Longview Community College	Connie Flick-Hruska, Access Office	500 SW Longview Road	Lee's Summit, MO
MO	Missouri Southern State College	Melissa Anne Zenon, Counselor	3950 E. Newman Road	Joplin, MO 64801-
MO	Saint Louis University	Kay Balthazor	221 N. Grand Blvd.	St. Louis, MO 631
MO	Rockhurst	John J. Davis	1100 Rockhurst Road	Kansas City, MO 6

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State	School	Name	Box/Street	City, State Zip
MO	Washington University in St. Louis	Dan Herbst, Director, Office of	One Brookings Drive	St. Louis, MO 63130-4
MO	Southwest Missouri State University	Virgil W. McCall	901 S. National Avenue	Springfield, MO 65804
MO	St. Louis Community College	Linda Nissenbaum, Access Office	11333 Big Bend Boulevard	Kirkwood, MO 63122
MO	University of Missouri-Columbia	Lee Henson	130 Heinkel	Columbia, MO 65211
MO	Columbia Public Schools	Arden Boyer-Stephens	4203 South Providence Road	Columbia, MO 65203-
MS	Millsaps College	Connie Schimmel	1701 N. Jackson Street	Jackson, MS 39215
MS	Northwest MS Community College	Mike Dottorey, Director of Disability	510 N. Panola Box 5555	Senatobia, MS 38668
MS	Nettleton School District	Patricia Duke, Special Education	Drawer 409	Nettleton, MS 38858
MS	Copiah-Lincoln Community College	Herschel O'Bannon, Special	P. O. Box 649	Wesson, MS 39191
MS	Mississippi College	Buddy Wagner	Box 4603	Clinton, MS 39058
MS	Mississippi State University	Jim Turney		Mississippi State, MS
MS	Hinds Community College	Jean Dona	P. O. Box 1290	Raymond, MS 39154
MS	Mississippi Valley State University	Roy C. Hudson	14000 Hwy 82 W, Box 805	Itta Bena, MS 38941-1
MS	Delta State University	Nita Thornell	P. O. BOX 3303	Cleveland, MS 38732
MS	Itawamba Community College -Tupelo	Linda McEachern, Student Services	653 Eason Blvd.	Tupelo, MS 38801
MS	Ittawamba Community College	Sara Morton	602 West Hill Street	Fulton, MS 38843
MS	East Central Community College	Phil Sutphin	P. O. Box 129	Decatur, MS 39327
MS	University of Southern Mississippi	Steve Kittrel	Box 5067	Hattiesburg, MS 3904
MS	University of Southern Mississippi	Camille Yates, Institute for Dis.	Box 5163	Hattiesburg, MS 3904
MT	Montana State University Northern	Linda Hoines, Disability Service	P. O. Box 7751 Cowan Hall	Havre, MT 59501
MT	Montana State University	Sharon Yazak, Coordinator	1500 North 30th Street	Billings, MT 59101-02
NC	Guilford Technical Community College	Angela Chasten, Disability Access	P. O. Box 309	Jamestown, NC 27282
NC	Asheville-Buncome Technical Community	Annie Clingenpeel, Coordinator of	340 Victoria Road	Asheville, NC 28801
NC	North Carolina State University	Joanne G. Woodard	Box 7101	Raleigh, NC 27965-71
NC	East Carolina University	Tony Schreiber, Director	A-114 Brewster	Greenville, NC 27858-
NC	University of North Carolina Greensboro	Rebecca W. Simpson, Compliance	1100 W. Market Street	Greensboro, NC 2741
NC	University of North Carolina - Charlotte	Gwin Rodgers	9201 University City Blvd.	Charlotte, NC 28223-
ND	Bismark State College	Linda Engleman, DSS Coordinator	P.O. Box 5587	Bismark, ND 58506-5
ND	University of North Dakota	Deb Glennen	Box 9040	Grand Forks, ND 582
NE	University of Nebraska at Omaha	Janet Wacker, M. S., C.R.C.		Omaha, NE 68182-031
NE	University of Nebraska/Lincoln	Dr. Marie Ward	P.O. Box 880401	Lincoln, NE 68588-04
NE	Southeast Community College	Darlene Williams, Counselor	8800 "O" Street	Lincoln, NE 68520
NE	Creighton University	Denise Le Clair	2500 California Plaza	Omaho, NE 68178
NE	Wayne State College	Jeff B. Carstens	111 Main Street	Wayne, NE 68787
NH	New Hampshire Technical Institute	Ellen Dokton	11 Institute Drive	Concord, NH 03301-

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State	School	Name	Box/Street	City, State Zip
NH	New Hampshire Technical Community	Cate Weir	1066 Front Street	Manchester, NH 031
NH	New Hampshire Technical College at	Cynthia Bioteau, Co-Coordinator	277 Portsmouth Avenue	Strantham, NH 0388
NH	Dartmouth Medical School	Susan R. Lynaugh	Office of Student Affairs	Hanover, NH 03755
NH	Dartmouth College *	Gail M. Zimmerman, Assistant Dean	6173 Collis Center, Room 301	Hanover, NH 03755
NH	Franklin Pierce College	Professor Robin F. Marra	319 Crestview	Rindge, NH 03461
NJ	Middlesex County College	Joan Ikle, Project Connections	P. O. Box 3050	Edison, NJ 08818-3
NJ	County College of Morris	Bonnie A. Murphy	214 Center Grove Road	Randolph, NJ 07869
NJ	Rutgers	Brian T. Rose	301 Van Nest Hall	New Brunswick, NJ
NJ	Ramapo College of New Jersey	Jean Balutanski	505 Ramapo Valley Road	Mahwah, NJ 07430-
NJ	New Jersey Institute of Technology	Dr. Phyllis Bolling	Counseling Center, University	Newark, NJ 07102
NJ	Rider University	Dr. Barbara Blandford, Director	Academic Annex, Room 3	Lawrenceville, NJ 0
NM	New Mexico State University	Michele Reynolds-Jackson	Dept. 4149 P. O. Box 30001	Las Cruces, NM 880
NM	Santa Fe Community College	Jill Douglass, Special Services	6401 Richards Ave.	Santa Fe, NM 8750
NM	Dona Ana Community College	Trudy-Meyer-Arrieta	Box 30001,Dept. 3DA	Las Cruces, NM 880
NM	New Mexico State University, Carlsbad	Chuck Ridenour, Learning Assistance	1500 University Drive	Carlsbad, NM 8822
NM	New Mexico Junior College	Connie Brumley, Diagnostician	5317 Lovingotn Highway	Hobbs, NM 88240
NV	Truckee Meadows Community College	Harry Heiser	7000 Dandini Blvd.	Reno, NV 89512
NV	University of Nevada, Reno	Mary Zabel, Coordinator Disability		Reno, NV 89557
NV	University of Nevada Las Vegas	Disability Resource Center Ronetta	Box 452015	Las Vegas, NV 8915
NY	Roberts Wesleyan College	Jackie Christenson	2301 Westside Drive	Rochester, NY 1462
NY	Hobart & William Smith Colleges	Joyce Y. Dillon, Director Center for		Geneva, NY 14456-
NY	Siena College	Mr. Tom Dotson	515 Loudon Road	Loudonville, NY 12
NY	Russell Sage College	Joanne L. Beck, Assistant Dean of	Academic Support Center	Troy, NY 12180
NY	Tompkins and Cortland Com College	Kathryn B. Wunderlich, J.D.	P. O. Box 139, 170 North St.	Dryden, NY 13053
NY	University of Rochester	Vicki Roth	Lattimore Hall Room 107	Rochester, NY 1462
NY	Hofstra University	Karin Spencer, Associate Dean of	202 Davison Hall, 110 Hofstra	Hempstead, NY 115
NY	Rochester Institute of Technology	Jackie Czamanske, Alternative	28 Lomb Memorial Drive	Rochester, NY 1462
NY	St. Bonaventure University	Debra A. Bookmiller, Coordinator	Teaching and Learning Center	St. Bonaventure, NY
NY	St. John Fisher College	Christine L. Hogan, Counselor	3690 East Avenue	Rochester, NY 1461
NY	St. Lawrence University	John M. Meagher, Director	Office of Special Needs	Canton, NY 13617
NY	Queens College	Christopher J. Rosa, Office of Special	65-30 Kissena Boulevard	Flushing, NY 11367
NY	Alfred State College	Cora M. Dzubak	Learning Assistance, Student.	Alfred, NY 14802
NY	Jamestown Community College	Nancy Callahan	525 Falconer Street P. O. Box	Jamestown, NY 147
NY	Manhattan College	Ross Pollack, Ed.D.	Manhatten College Parkway	Riverdale, NY 1047
NY	Kingsborough Community College	Anthony Colarossi	2001 Oriental Boulevard	Brooklyn, NY 1123

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State	School	Name	Box/Street	City, State Zip
NY	Canisius College	Dan Ryan	2001 Main Street	Buffalo, NY 14208-10
NY	SUNY at Cobleskill	Pat Sprague, Services for Students	Wellness Center	Cobleskill, NY 12043
NY	SUNY Empire State College	Nancy Gadbow	4355 Lakeshore Drive	Canandaigua, NY 1442
NY	SUNY at New Paltz	Kristen N. Proctor, Coordinator	Student Union Building	New Paltz, NY 12561
NY	New York University	Georgeann duChossois	566 La Guardia Place, Room	New York, NY 10012
NY	SUNY Potsdam	Tamara Durant	Sisson 120	Postdam, NY 13676
NY	Syracuse University	Cara M. Tyler, Office for Student	306 Steele Hall	Syracuse, NY 13244
NY	Syracuse University	Sue Cullen, Counselor, Student	Steele Hall, Room 306	Syracuse, NY 13244-1
NY	SUNY at Stony Brook	Carol Dwoekin, Disabled Student	Rm 133 Humanities Building	Stony Brook, NY 1179
NY	Canisuis College	Amy L. Schnitzer, Graduate Student	2001 Main Street	Buffalo, NY 14208-10
NY	Nassau Community College	Dr. Victor H. Margolis, Coordinator	One Education Drive	Garden City, NY 1153
NY	Cayuga Community College	Deborah Moeckel	197 Franklin Street	Auburn, NY 13021-30
NY	New York Chiropractic College	The Learning Center	2360 State Route 89	Seneca Falls, NY 131
NY	CUNY	Patrick M. Curran, Office of the Vice	535East 80 Street	New York, NY 10021
NY	University at Buffalo	Diana Pratt, Disability Services	25 Capen Hall, Box 601632	Bufalo, NY 14260-163
NY	Empire State College	Nancy Gadbow	Community College of the	Canandaigua, NY 1442
NY	Colgate University	Lynn Waldman, Director	13 Oak Drive	Hamilton, NY 13346-1
OH	Xavier University	Lissa Knue	3800 Victory Parkway	Cincinnati, OH 45207-
OH	Clark State Community College	Jean Chepp, Advisor to Students with	P.O. Box 570	Springfield, OH 45501
OH	Columbus State Community College	Ron Lofton	P. O. Box 1609	Columbus, OH 43216-
OH	Lorain County Community College	Ruth Porter	1005 N. Abbe Rd. LRC 115	Elynia, OH 44035
OH	Ohio State University at Newark	Dr. Phyllis Thompson, Developmental	1179 University Drive	Newark, OH 43055-17
OH	Miami University	Dr. Karen L. Hater	23 Campus Avenue Building	Oxford, OH 45056-169
OH	Owens Community College	Debra Sanchez, Coordinator,	P. O. Box 10,000	Toledo, OH 43699-194
OH	University of Akron	Linda Casale, Assistant to the Dean	School of Law	Akron, OH 44325-2901
OH	University of Akron - Wayne College	Dr. Julia Beyeler, Director	1901 Smucker Road	Orrville, OH 44667
OH	Ursuline College	Beverly Brodsky, LD Specialist	2550 Lander Road	Pepper Pike, OH 44124
OH	Ohio University	Katherine Fahey, Office of Affirmative	Crewson House 101	Athens, OH 45701-297
OH	Ohio State University	Jim Baker	150 Pomerene Hall,	Columbus, OH 43210-
OH	University of Cincinnati	Julie Gibson	9555 Plainfield Road	Blue Ash, OH 45236-1
OH	Kent State University	Raymond L. Borom, Director	P. O. Box 5190	Kent, OH 44242-0001
OK	Oklahoma City Community College	Pat Stowe, Services to Students with	7777 South May Avenue	Oklahoma City, OK 73
OK	Southern Nazarene University	Cindy Saville, Academic Services,	6729 N.W. 39th Expressway	Bethany, OK 73008
OK	East Central University	Melanie McAdams,	Student Support Services	Ada, OK 74820-6899
OK	Rose State College	Linda Jansen, Counselor	6420 Southeast Fifteenth	Midwest City, OK 73

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State	School	Name	Box/Street	City, State Zip
OR	Chemeketa Community College	Tiffany Borden, Services for Students	P. O. Box 14007	Salem, OR 97309-7
OR	University of Oregon	Hilary Gerdes	164 Oregon Hall 5217 Univ. of	Eugene, OR 97403-
OR	Oregon Institute of Technology	Ron McCutcheon, Coordinator	3201 Campus Drive	Klamath Falls, OR
OR	Oregon State University	Tracy Bentley-Townlin, Director	200 Kerr Administration	Corvallis, OR 9733
OR	Willamette University	Robin Smithtro	900 State St.	Salem, OR 97301
OR	Mt. Hood Community College	Mika Roberts, Disability Services	26000 S.E. Stark St.	Gresham, OR 9703
OR	Southern Oregon State College	Pat Sloan, Disabled Student Services	Access Center 1250 Siskiyou	Ashland, OR 97520
OR	Portland State University	Lisa Cavendor	PO Box 751-IASC	Portland, OR 97207
PA	Pennsylvania College of Technology	Joie B. Williams, Coordinator,	One College Ave.	Williamsport, PA 1
PA	Westmoreland County Community College	Sandra L. Montemurro, Director of	College Station	Youngwood, PA 1
PA	Pennsylvannia State University	Sharon F. Salter, M.A.E., L.P. C	227 Cedar Building	University Park, PA
PA	Gannon University	Gerald Miele	109 University Square	Erie, PA 16541-000
PA	Duquesne University	Dr. Frederick Lorenson, Director of	309 Duquesne Union	Pittsburgh, PA 1528
PA	Point Park College	Vincenne Revilla Beltran Director,	201 Wood Street	Pittsburgh, PA 152
PA	Allegheny College	Nancy Sheridan, Director and	520 N. Main Street, Box 17	Meadville, PA 1633
PA	Bucks County Community College	Marie Stevens Cooper, Coordinator,	Swamp Road	Newtown, PA 1894
PA	Edinboro University of Pennsylvania	Dr. Robert McConnell, Asst. Director	Shafer Hall	Edinboro, PA 1644
PA	Community College of Allegheny County	Mary Beth Doyle, Director	808 Ridge Avenue	Pittsburgh, PA 1521
PA	Pennsylvania State University	Marianne Karwacki	105 Boucke Building	University Park, PA
PA	Disability Compliance for Higher Ed.	Dan Gephart	P. O. Box 980	Horshan, PA 19044
PA	Gannon University	Gerard M. Miele, 504/ADA	109 University Square	Erie, PA 16541-00
PA	National Board of Medical Examiners	Shelby Keiser, Test Accommodations	3750 Market Street	Philadelphia, PA 19
RI	Brown University	Robert A. Shaw	Box 1875	Providence, RI 0291
SC	College of Charleston	Beverly Windham	66 George Street	Charleston, SC 294
SC	College of Charleston	Maria Mansfield-Richardson,	66 George Street	Charleston, SC 294
SC	Clemson University	Bonnie S. Martin, Coordinator	104 Holtzendorff Hall Box	Clemson, SC 29634
SC	Winthrop University	Heather Martin	203 Crawford Building	Rock Hill, SC 2873
SC	University of South Carolina	Scott Purvis	LeConte, Room 106	Columbia, SC 292
SC	Aiken Technical College	Richard M. Weldon	P. O. Drawer 696	Aiken, SC 29802-0
TN	Dyersburg State Community College	Pam Dahl, ADA Coordinator	1510 Lake Road	Dyersburg, TN 380
TN	Tennesse State University	LeAnn Kelly, LD Coordinator	3500 John A. Merritt Blvd.	Nashville, TN 3720
TN	Volunteer State Community College	Sherry Eidson, Director, Student	1480 Nashville Pike	Gallatin, TN 37066-
TN	Rhodes College	Melody K. Hokanson	2000 N. Parkway	Memphis, TN 3811
TX	Midwestern State University	Debbie Coughran, Office of Disability	3410 Taft Boulevard	Wichita Falls, TX 7
TX	Texas Tech University	Charley L. Tiggs, Assistant Dean of	Box 45014, 250 West Hall	Lubbock, TX 7940

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State	School	Name	Box/Street	City, State Zip
TX	Cedar Valley College	Laura Bumpass	3030 N. Dallas Avenue	Lancaster, TX 75134
TX	Texas Tech University	Charley L. Tiggs, Assistant Dean of	Box 45014	Lubbock, TX 79409-
TX	Texas Governor's Commission	Mr. Scott Haynes	P. O. Box 12428	Austin, TX 78711
TX	Texas A&M University	Debbie Russell, Coordinator for	5201 University Blvd.	Laredo, TX 78041-1
TX	Stephen F. Austin State University	Lucy Stringer, Disability Services	P. O. Box 6130	Nacogdoches, TX 75
TX	University of Texas - Pan American	Esmeralda N. Guerra	1201 West University Drive	Edinburg, TX 78539-
TX	Howard County Junior College	Dennis Churchwell	1001 Birdwell Lane	Big Spring, TX 7972
TX	University of Texas at Arlington	Dendra Alford, ADA Coordinator	P. O. ox 19497	Arlington, TX 76019
TX	University of Texas at Austin	Gage E. Paine	P. O. Box 7849	Austin, TX 78713-7
TX	University of Texas at Brownsville and	Steve Wilder, Counselor	80 Fort Brown	Brownsville, TX 785
TX	University of Texas, San Antonio	Lorraine Donham	6900 N. Loop 1604 West	San Antonio, TX 782
TX	St. Philip's College	John Carnes, Ph.D., Dean, Applied	1801 Martin Luther King Drive	San Antonio, TX 782
TX	Southern Methodist University	Mollie Gibbs, Academic Skills Office	P. O. Box 750201	Dallas, TX 75275-02
TX	Baylor University	Lisa Page, Academic Advisor	PO Box 97902	Waco, TX 76798-70
TX	Southwestern University	Betsy Barnhart	P. O. Box 770	Georgetown, TX 786
TX	St. Mary's University	Karen D. Johnson, Dean of Students	One Camino Santa Maria	San Antonio, TX 78
UT	Westminster College	Susan D. Heath, PhD	1840 South 1300 East	Salt Lake City, UT 8
UT	Westminister College of Salt Lake City	Sally Larson, Director	1840 South 1300 East	Salt Lake City, UT 8
UT	Utah Valley State College	Michelle Lundell	800 West 1200 South	Orem, UT 84058-59
UT	Utah Valley State College	Neva-Joi Hopkins	800 West 1200 South	Orem, UT 84058-59
VA	Eastern Kentucky University	Teresa Belluscio, Disabilities	Turkey House 1	Richmond, VA 4047
VA	Patrick Henry Community College	Scott D. Guebert, Director Student	P.O. Box 5311	Martinsville, VA 241
VA	Southside Virginia Community College	Robbie Washburn, Office Services	109 Campus Drive	Alberta, VA 23821
VA	Commonwealth of Virginia, Department of	Katherine H. Trossi, M.Ed.; Director,	Woodrow Wilson Rehabilitation	Fisherville, VA 2293
VA	Virginia Polytechnic Institute	Virginia J. Reilly, ADA Coordinator	336 Burruss Hall	Blacksburg, VA 24-6
VA	Virginia Commonwealth University	Rosemary H. Kelso, University ADA	Ginter House, Room 114, 901	Richmond, VA 2328
VA	Virginia Western Community College	Mihael C. Henderson	P. O. Box 14007	Roanoke, VA 24038
VA	Shenandoah University	Deborah Teates	1460 University Drive	Winchester, VA 226
VA	Emory & Henry College	Karen Kilgore, Academic Support &	PO Box 947	Emory, VA 24327-41
VA	James Madison University	James Wadley, Affirmative Action	Burruss Hall 128	Harrisonburg, VA 22
VA	Bridgewater College	Chip Studwell, Director	Counseling Services	Bridgewater, VA 228
VA	Virginia Tech	Mary Todd	East Eggleston Hall	Blacksburg, VA 240
VA	Longwood College	Scott Lissner, Director, Academic and	201 High Street	Farmville, VA 23909
VA	Virginia Commonwealth Univesity	Lori Briel, Employment Coordinator	1314 West Main Street	Richmond, VA 2328
VT	Middlebury College	Elizabeth Christenson	ADA Office	Middlebury, VT 057

Written Request for Survey/Educate Training Program

State	School	Name	Box/Street	City, State Zip
WA	Washington State University	Lynne Wedel	Disability Resource Center,	Pullman, WA 99164-4122
WA	Big Bend Community College	Dan Forter, DSS Coordinator	7662 Chanute Street	Moses Lake, WA 98837
WA	Gonzaga University	Lisa M. Smythe-Rodino, Coordinator		Spokane, WA 99258-2470
WA	Seattle Central Community College	Al Souma, Disability Support Services	1701 Broadway	Seattle, WA 98122
WA	Pierce College	Deborah E. Wynn, Special Needs	9401 Farwest Dr. SW	Tacoma, WA 98498-1999
WA	Peninsula College	Jamye Wisecup, Advising; Maria	1502 East Lauridsen Boulevard	Port Angeles, WA 98362
WI	University of Wisconsin-Madison	J. Trey Duffy, Director	905 University Avenue	Madison, WI 53715-1005
WI	University of Wisonsin - Whitewater	Jacqueline King, Associate Director	Roseman 1005, Disabled	Whitewater, WI 53190
WI	University of Wisconsin - La Crosse	June Reinert, Coordinator, Disability	165 Murphy Library, 1725 State	La Crosse, WI 54601
WI	Lawrence University	Geoff Gajewski		Appleton, WI 54912-0599
WI	University of Wisconson - Madison	Marcia Carlson, ADA Representative	9th Floor WARF Building	Madison, WI 53705-2397
WI	Govenor's Committee for People with	Paul A. Yochum, Executive Director	PO Box 7850, 1 West Street,	Madison, WI 53707-7850
WI	University of Wisconsin-Milwaukee	Laurie Gramatzki	P. O. Box 413	Milwaukee, WI 53201
WY	Western Wyoming Community College	Sandy Baker, ADA Learning Specialist	P.O. Box 428	Rock Springs, WY 82902-
WY	University of Wyoming	Chris Primus, Project Director	P. O. Box 3808	Laramie, WY 82071-3808

Publications

Thompson, A. R., Bethea, L. L., Rizer, H. F., & Hutto, M. D. (1998). Students with disabilities and assistive technology: A desk reference guide. Mississippi Department of Rehabilitation Services: Jackson, MS.

Thompson, A. R., Bethea, L., & Turner, J. (1997). Faculty knowledge of disability laws in higher education. Rehabilitation Counseling Bulletin, 40(3), 166-180.

Thompson, A. R., Bethea, L. L., Rizer, H. F., & Hutto, M. D. (1997). College students with disabilities and assistive technology: A desk reference guide. Mississippi Department of Rehabilitation Services: Jackson, MS. (ERIC Document Reproduction Service No.)

Thompson, A. R., & Bethea, L. L. (1997). Student survey of knowledge of disability laws and recent legal decisions. Mississippi State, MS: Mississippi State University (ERIC Document Reproduction Service No.)

Thompson, A. R., & Bethea, L. (1996). College students with disabilities: A desk reference guide for faculty and Staff. Mississippi State, MS: Mississippi State University (ERIC Document Reproduction Service No. Ed 395 441).

Thompson, A. R., & Bethea, L. (1996). Faculty and staff survey of knowledge of disability laws. Mississippi State, MS: Mississippi State University (ERIC Document Reproduction Service No. 395 422).

Bethea, L., & Thompson, A. R. (1996). Student affairs staff survey of knowledge of disability laws. Mississippi State, MS: Mississippi State University (ERIC Document Reproduction Service No. 395 425)

Bethea, L., Thompson, A. R., & Turner, J. (1996). Student affairs staff knowledge of disability laws and recent legal decisions. Manuscript submitted for publication.

Presentations

International

"Empowering Students with Disabilities: Technology and the School Counselor". American Counseling Association 1998 World Conference, Indianapolis, In: March, 1998.

"Integrating Assistive Technology into Career Planning," Association on Higher Education and Disability Annual Conference, Boston, MA: July 1997

"New Partnerships for Transitioning Students with Learning Disabilities". 17th International Conference on Learning Disabilities, Chicago, IL: October 1995.

Presentations continued

National/Regional

"Meeting the Needs of Students with Disabilities: Understanding the Laws that Impact Higher Education," National Academic Advising Association Annual Conference, Long Beach, MS: March 1997.

"College Students With Disabilities and Assistive Technology", Joint Meeting of the Transition Systems Change and Model Demonstration Project Directors Annual Meeting, Washington, D. C.: June 1997.

"Nurturing the Dreams of Students with Disabilities," Southern Association for College Students Affairs Annual Conference, Mobile, AL: November 1996.

State

"Impact of the 1997 IDEA and the Rehabilitation Act on Career Planning with Students", Mississippi Counseling Association, Biloxi, MS: November, 1997.

Invited

"What students with disabilities need to know in transition from secondary school", St Joseph Catholic High School, Jackson, MS: February 1998.

"School Counselors Meet the Challenge of Serving Students with Disabilities In Transition", Tombigbee Counseling Association, Tupelo, MS: March, 1997.

"Understanding the Implications of Section 504 and the Americans With Disabilities Act on Student Affairs Personnel", Student Affairs In Service Training, Millsaps College, Jackson, MS: March, 1997.

"Title I of the Americans With Disabilities Act and Section 504 as Applied to Employment Rules and Practices", Human Resources In Service Training, Millsaps College, Jackson, MS: March, 1997.

Millsaps College Meeting of Vice-President of Student Affairs, Professor of Special Education, Section 504 Coordinator, and Counselor to plan for policy for administration of compliance. January, 1997.

"Understanding the Implications of Section 504 and the Americans with Disabilities Act on Student Affairs Personnel," Division of Student Affairs In Service Training, Hinds Community College, Jackson, MS: January 1997

"The Implications of Section 504 and the ADA for Faculty in Higher Education", Millsaps Faculty Meeting, Jackson, MS: December, 1996.

Millsaps College Meeting of Vice-Presidents of Academics, Business Affairs and Student Affairs to plan for compliance and implement training of faculty and staff. Jackson, MS: October,1996.

Goal: College students with disabilities and personnel in Student Support Services, Career Services, vocational rehabilitation, and business and industry will be knowledgeable about accommodations, adaptations, and devices that facilitate academic success and are appropriate for transfer to employment settings

Objective 1.1 Develop training materials and train college students with disabilities to be knowledgeable about determining, acquiring, using, and transferring accommodations, adaptations, and assistive technolgy devices that are appropriate for their academic and employment success	Year I 7 8 9 10 11 12 1 2 3 4 5 6	Year II 7 8 9 10 11 12 1 2 3 4 5 6	Year III 7 8 9 10 11 12 1 2 3 4 5 6
1.101 Form Advisory board and meet quarterly	X X X X	X X X X	X X X X
1.102 Conduct intake interviews	X X X	X X X	X X X
1.103 Register students in course	X	X	X
1.104 Establish individual formal agreements for career planning and assistive technology counseling	X XXXXXX	X XXXXXX	X XXXXXX
1.105 Recruit graduate intern students	X X	X X	X X
1.106 Develop formal agreements with Comprehensive Assistive Technology Center (CATC)	X		
1.107 Schedule students for assistive technology assessments	X X	X X	X X
1.108 Teach Career Planning and Assistive Technology in Vocational Rehabilitation course	X X X X X	X X X X X	X X X X X
1.109 Conduct exit interviews to evaluate effectiveness of course	X X	X X	X X
1.110 Incorporate evaluative data into program	X	X	X
1.111 Advisory committee meet to finalize plans for model course			XXX

Goal: College students with disabilities and personnel in Student Support Services, Career Services, vocational rehabilitation and business and industry will knowledgeable about accommodations, adaptations, and devices that facilitate academic success and are appropriate for transer to employment settings

Objective 1.2 To develop training materials and train personnel in Student Support Services, Career Services, vocational rehabilitation and business and industry to be knowledgeable in determining and transferring the accommodations, adaptations, and assistive technology college students with disabilities need to be successful in their employment settings	Year I 7 8 9 10 11 12 1 2 3 4 5 6	Year II 7 8 9 10 11 12 1 2 3 4 5 6	Year III 7 8 9 10 11 12 1 2 3 4 5 6
1.201 Develop formal agreements with Student Support Services, Career Services, vocational rehabilitation and representatives of business and industry	X X		
1.202 Develop formal agreements for CATC staff to lead training workshops	X X		
1.203 Plan, conduct, and evaluate first assistive technology workshop for personnel in Student Support Services, Career Services, vocational rehabilitation and business and industry		X X X X	
1.204 Plan, conduct, and evaluate second assistive technology workshop or personnel in Student Support Services, Career Services, vocational rehabilitation and business and industry			X X X X
1.205 Develop Resource Guide for Assistive technology		X X X	

Goal: University faculty and staff will be informed and trained to meet college students' with disabilities needs for academic accommodation and modication of instructional policy in a range of academic settings

Objective 2.1: To develop training materials and train university administration and faculty and staff to meet the academic accommodation and modification of instructional policy needs of college students with disabilities so that these students experience academic success and complete the requirements for graduation.	Year I 7 8 9 10 11 12 1 2 3 4 5 6	Year II 7 8 9 10 11 12 1 2 3 4 5 6	Year III 7 8 9 10 11 12 1 2 3 4 5 6
2.101 Conduct survey of faculty and staff awareness of accommodations and modifications.	X		
2.102 Conduct research for Resource Guide for administrators, faculty and staff.	X X X		
2.103 Advisory committee meeting to review preliminary data to be included in Resource Guide	XXXXXX		
2.104 Develop Resource Guide.		X X	
2.105 Disseminate Resource Guide to deans, department heads, and faculty.		X X	X X
2.106 Prepare and mail faculty and staff newsletters.		X	X
2.107 Prepare and disseminate update pages to be added to the Guide.			X
2.108 Conduct post-survey of faculty and staff awareness of necessary accommodations and modifications of instructional strategies.			X

PROJECT TIMELINE

Goal: The model demonstration project will be established at Mississippi State University and its materials and approaches will be disseminated nationally.

Objective 3.1 To evaluate and prepare products and approaches of goals one and two of the model demonstration project so that the program can be established at Mississippi State University and to disseminate the materials and approaches so that the program can be replicated in other university settings.	Year I 7 8 9 10 11 12 1 2 3 4 5 6	Year II 7 8 9 10 11 12 1 2 3 4 5 6	Year III 7 8 9 10 11 12 1 2 3 4 5 6
3.101 Prepare final report for dissemination.			XXX
3.102 Disseminate the final report.			XX
3.103 Write articles for publication in refereed journals.			X X X
3.104 Publicize products of grant and final report in HEATH, ERIC, and AHEAD.			XXX

STONY BROOK
Division of Campus Life
Disabled Student Services

February 14, 1997

Dr. Anne R. Thompson
Project PAACS
Mississippi State University
P.O. Box 9727
Mississippi State, MS 39762

Dear Dr. Anne R. Thompson:

We have recently completed Project PAACS at the State University of New York at Stony Brook, Office of Disabled Student Services. At Stony Brook, 1,200 faculty and student affairs personnel where sent the survey. The exact number of participants for faculty members was 900 with a response of 172. In student affairs, 284 members were surveyed with a response of 65. In our survey, a letter from the President was sent informing faculty and staff to participate. Following the letter, a packet was mailed. In the packet was a cover letter explaining what the survey was about, the survey, a scantron form, and a return envelope. We used a scantron form for ease of tallying the scores. For reasons of confidentiality, we asked that no names be given. After we received the surveys, an item analysis was done for both surveys. Enclosed is copies of the results of those analysis's. In our opinion, we felt some of the statements were not specific enough to be answered. Question number 5 on the faculty survey had 116 responses of "I Do Not Know".

Even with a low response rate, we felt the survey was helpful in educating staff and faculty. As an institution of higher learning, we feel that educating our staff and faculty is an ongoing process and are always looking for new, innovative ways to increase awareness of our campus community. The *Desk Reference Guide* is a good tool to provide additional information to faculty and staff. We are requesting 80 *Desk Reference Guides* without tabs and in black ink to be distributed to Directors and Department Chairs. We would appreciate any additional information you can provide about the survey and the continuing education of our faculty and staff.

If you have any questions about our survey, please feel free to contact us at (516) 632-6748. We appreciate your cooperation in keeping faculty and staff aware of issues related to disability laws and making this survey available.

Sincerely,

Monica Roth
Monica Roth
Director, Disabled Student Services
133 Humanities
SUNY Stony Brook
Stony Brook, New York 11794-5328

Glenn Shuster
Glenn Shuster
Social Work Intern
133 Humanities
SUNY Stony Brook
Stony Brook, New York 11794-5328

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State University of New York at Stony Brook
Stony Brook, New York 11794-5328
516-632-6748/9

L·A·T·A·N
G·R·E·A·T
POSSIBILITIES

LOUISIANA ASSISTIVE TECHNOLOGY ACCESS NETWORK
Post Office Box 14115, Baton Rouge, Louisiana 70898-4115

May 16, 1997

Mr. Hugh Berry
4628 Switzer Building
330 C Street, SW
Washington, DC 20202

Dear Mr. Berry

I recently received a copy of "College Students With Disabilities and Assistive Technology: A Desk Reference Guide" that was published at Mississippi State University. As you know Project PAACS (Postsecondary Accommodations for Academic and Career Success) produced it under the direction and authorship of Anne R. Thompson, Ph.D., CRC, Director of the Project, with Harry F. (Bud) Rizer, Ed.D., Leslie L. Bethea, M.S., CRC, and Melanie D. Hutto, Ph.D., CRC, LPC.

I understand that the Guide was funded in part with your assistance by the U.S. Department of Education, Office of Special Education and Rehabilitative Services, and in collaboration with the Mississippi Department of Rehabilitation Services/Project START. This is a wonderful collaborative effort between a Tech Act Project and a university.

The Guide is such a professional, user-friendly publication, that I have requested fifty additional copies for use in Louisiana. We will of course use it ourselves as resource staff of LATAN, the Louisiana Tech Act Project, but will primarily pass it on to our state rehabilitation and education agencies, training programs for individuals with disabilities, and the offices for students with disabilities on the college and university campuses.

We anticipate that the information contained in the Guide will facilitate individuals with disabilities gaining access to the assistive technology they need to be successful in their academic and professional careers. Thank you for the part you and the Department of Education played in the publishing of this Guide.

204

Sincerely,
Julie M. Nesbit
Julie M. Nesbit
Executive Director

cc: ✓Anne R. Thompson

504-925-9500 • 1-800-270-6185 (V/TT) • 504-925-9560 (FAX)

LATAN is funded by the U.S. Department of Education through the Technology-Related Assistance for Individuals with Disabilities Act
NIDRR Grant # H224A10028

VIRGINIA'S
UNITE

Virginia's Unified Intercommunity Transition and Empowerment
for Youth with Disabilities

Department of Education
P O Box 2120, Monroe Building
Richmond VA 23216-2060
(804) 225-2702
FAX (804) 371-8796
TDD ONLY (800) 422-1098

Department of Rehabilitative
Services
P O Box K-300
8004 Franklin Farms Drive
Richmond VA 23288-0300
(804) 662-7142
1-800-552-5019
TDD (804) 662-7079
FAX (804) 662-7663

Central Virginia Region
2930 West Broad Street
Suite 15
Richmond VA 23230
(804) 367-9883
TDD (804) 367-0044
FAX (804) 367-1786

Northern Virginia Region
7411 Alban Station Court
Suite B-255
Springfield VA 22150-2292
(703) 569-4303
TDD (703) 569-4306
FAX (703) 569-3578

✓ Southwest Virginia Region
Virginia Polytechnic Institute and
State University
121 Lane Hall
Blacksburg VA 24061-0254
(703) 231-9291
TDD (703) 231-9175
FAX (703) 231-3292
(After 7/15/95, area code 540)

Tidewater Virginia Region
5365 Robin Hood Road
Suite G
Norfolk VA 23513
(804) 858-6754
TDD (804) 858-6762
FAX (804) 858-6758

June 9, 1997

Dr. Anne R. Thompson, Director
Project PAACS
Mississippi State University
P O Box 9727
Mississippi State, MS 39762

Dear Dr. Thompson:

This will confirm our telephone conversation ordering 20 copies of the guide, "*College Students with Disabilities and Assistive Technology*".

This guide is an excellent tool for our presentations, especially when working with community college faculty. It will be quite useful in many other situations as well. It is well written, clear and concise, and very easy to use.

You and your colleagues are to be commended for your work in preparing this long needed guide.

Sincerely,

Mary M Todd

Mary M. Todd, Co-Director
SW VA Transition Center

MMT/smc

Assistive
Technology
For
Kansans

2601 Gabriel
Parsons, Kansas
67357

316-421-8367
(V/TTY)

316-421-0954
(FAX)

A Project
Coordinated by the
University of Kansas
At Parsons

For Statewide
Information and
Referral Phone
800-526-3648
(Voice)

800-500-1034
(TTY)

June 1, 1997

Anne Thompson
Mississippi State University
Dept. of Counselor Education & Education Psychology
College of Education
PO Box 9727
Mississippi State, MS 39762-5740

Dear Anne,

Thank you for the complementary copy of the "College Students with Disabilities and Assistive Technology: A Desk Reference Guide." This is probably one of the most useful guides we have seen to date. In fact, our Access Site staff was so impressed that I would like to request 10 more copies. Please send them to me at the following address:

Assistive Technology for Kansans
Jackie Dwyer
2601 Gabriel
Parsons, KS 67357

Thanks again,

Jackie Dwyer

Jackie Dwyer
Office Administrator

SSB
Minnesota Department of
Economic Security
2200 University Ave. W. # 240 • St. Paul, MN 55114-1840
(612) 642-0500 • TDD (612) 642-0506
Toll Free 1-800-652-9000 • Fax (612) 649-5927

State Services for the Blind *Facilitating the Achievement of Vocational and Personal Independence*

August 13, 1997

Anne Thompson, Ph.D., CRC, Director
Project PAACS, Mississippi State U
PO Box 9727
Mississippi State, MS 39762

Dear Ms. Thompson:

After reviewing your Desk Reference Guide for College Students with Disabilities and Assistive Technology, we are requesting 50 copies for the State Services for the Blind Supervisor's, Counselor's and Specialists. We will be presenting this information at our State Placement meeting August 19th and 20th, 1997 and appreciated your assistance in rushing these Reference Guides to us.

I was especially impressed by the format which outlined assistive technology solutions, along with explaining possible deficits. It is an excellent guide and one that our staff will be able to utilize on a daily basis.

Sincerely,

Douglas Tourville
Assistant Director, CILS
(612) 642-0399

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CAL POLY
California Polytechnic State University
San Luis Obispo, CA 93407
Disability Resource Center
(805) 756-1395 Voice or TDD

March 11, 1998

Anne R. Thompson, Ph.D.
Department of Counselor Education and Educational Psychology
P.O. Box 9727
Mississippi State, MS 39762-5740

Dear Dr. Thompson:

The DRC staff at Cal Poly are in the process of developing resources which will be made available on our web site for faculty and staff on our campus. Your "Desk Reference Guide for Faculty and Staff" has been a useful reference for us, and we applaud the clear, concise language that you have used to address important issues. With your permission, we would like to include pages 3-4 from your guide, including the section entitled "Recent Legal Decisions". We will of course give your office full acknowledgment for the information.

Thank you for your consideration of this request. I hope to hear from you soon.

Sincerely,
Chris Parker-Kennedy
Chris Parker-Kennedy
Academic Advisor

MONTANA
STATE UNIVERSITY
BILLINGS

Montana Center on Disabilities
College of Education and Human Services
1500 North 30th Street
Billings, Montana 59101-0298
Office (406) 657-2312 (Voice/TDD)
Fax (406) 657-2807

Access & Excellence

Date: 10/14/97

To: Anne R. Thompson, Ph.D., C.R.C.

From: David Ellerd, Project Director
Montana Systems Change Project

Subject: Assistive Technology Guide

As discussed, the desk reference guide for college students is a tool that with minor revisions and additions, will be useful to educators and students in a variety of K-12 settings. The goal is to expand the audience by making this product more general in content information. I have made comments on a copy of the guide for your review, and have included a guide for parents from our local parent information center to reference. The challenge will be to produce a product for educators to use with students across educational settings, and keep the formatting and printing cost reasonable. Please take a look at the edits and contact me with ideas about revisions and possible additions from the parent guide.

Thanks for all your time and effort.

[illegible] Hi Anne: Sorry for the delay - I attempted to contact Steve Powers, but 1-800 number did not connect?.

MONTANA
STATE UNIVERSITY
BILLINGS

Montana Center on Disabilities
College of Education and Human Services
1500 North 30th Street
Billings, Montana 59101-0298
Office (406) 657-2312 (Voice/TDD)
Fax (406) 657-2807

Access & Excellence

Date: 6/20/97

To: Anne R. Thompson, Ph.D., C.R.C.

From: David Ellerd, Project Director
Montana Systems Change Project

Subject: Assistive Technology Guide

I found the presentation, "College Students with Disabilities and Assistive Technology: A Model Program", you delivered at the recent Project Directors conference in Washington, DC, to be very informative. As discussed, the desk reference guide for college students is a tool that I believe will be useful to members of our newly established transition coordinating councils. Membership on these statewide groups include teachers, parents, students, adult service agencies, college support personnel, and Vocational Rehabilitation Counselors. These active community members have expressed an interest in this product, and If possible, I would like to distribute a copy of the assistive technology guide for their use and review. Please send me two hundred (200) of the guides to allow for a statewide distribution.

Thanks for all your time and effort.

This final report was developed and printed with funds made available through a grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services (Grant #H078C50060). The information presented and opinions reflected do not necessarily reflect the position of the U.S. Department of Education and no official endorsement should be inferred.

Alternate formats are available upon request.